

SIERRA EDUCATIONAL NEWS

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CONTENTS

| | Page | | Page |
|--|------|---|------|
| Cover Picture—Mexican Soldiers of Early California—Ray Bethers | | Fantasia—Poem—Dorothy E. Franke..... | 35 |
| Travel Section— | | Sea Rovers—Phyllis Wearne..... | 36 |
| Alaska, Land of Flowers—Leo Marks..... | 2 | Teaching Aids in Primary Grades—Carroll Atkinson..... | 39 |
| Mexico—Glenn E. Hoover..... | 5 | Salary Schedule for Attendance Officers—R. C. Bowman..... | 40 |
| South America—Della Davidson..... | 8 | The Valentine Spirit—Clarice Phillips..... | 42 |
| Activity—Frontispiece—Marian Gregg..... | 12 | Book Reviews..... | 44 |
| The Tenure Program— John C. Almack..... | 13 | Personality Through Activity—Pictures—Marjorie Wylie..... | 48 |
| A Safety Lesson—Mrs. O. K. Brown..... | 14 | Preserving Flowers—Grace B. Staples..... | 50 |
| Under the Big Tent—Mrs. Stella Daugherty.. | 15 | C. T. A. Service Committee— | |
| Me and Lincoln—Poem—Mary H. Guthrey..... | 16 | Christine Jacobsen..... | 50 |
| Yosemite—Poem—F. E. Dewhirst..... | 16 | Baby Skylarks—Ruby H. Flowers..... | 52 |
| Educational Legislation: Digest of Bills..... | 17 | Why Study Birds?—Belle L. Dickson..... | 54 |
| Teacher Turn-over—E. H. Staffelbach..... | 20 | Rural School Music—Mrs. A. G. Bothamley.... | 56 |
| Ellen Browning Scripps—Portrait..... | 26 | Teachers Trust Association—F. J. Highfall..... | 57 |
| A Letter from Czechoslovakia—M. Veverka.. | 27 | Abraham Lincoln— A Quotation..... | 58 |
| Washington's Birthday— Florence Coleman..... | 29 | Teachers Institute—Laura M. Kingsbury..... | 59 |
| Post-Office Activity—Leora M. Lindsley..... | 30 | Student-Body Organization Chart..... | 62 |
| Character Education—R. D. Lindquist..... | 31 | C. T. A. Bay Section 100% Schools..... | 63 |
| Bon Voyage—Poem—Mrs. E. P. Cline..... | 31 | Coming Events..... | 64 |
| Four Great C. T. A. Meetings..... | 32 | Index to Advertisers..... | 64 |
| Los Angeles County Superintendency..... | 33 | | |
| Water—Adele M. Outcalt..... | 34 | | |

Placement Service for C. T. A. Members

F. L. THURSTON

EARL G. GRIDLEY

CALIFORNIA TEACHERS ASSOCIATION maintains a placement service for members of the Association and for school boards, superintendents, and other employing officers who are seeking qualified teachers. Earl G. Gridley is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston. Teachers interested in Southern California placement should register in the Los Angeles offices — 307 California Reserve Building, Fourth and Spring Streets: phone TRinity 1558.

How Did You Start Yours?

W DEAR EDITOR:
E want to start
an **ACTIVITY**
program
in our school.

That doesn't mean
that we want
to express more activity
in our thinking,
or in the preparation
of our work,
or in anything.

It's a name, you know
for a new style of teaching,
that's popular now.

At our last
principals meeting
the Superintendent said,
he wanted each school
to have an **ACTIVITY**;
so, of course, we'll
have to have one.

After the principals meeting
I got my teachers together,
and I said,
"Mr. Jones, our superintendent,
is very anxious
that we start an **ACTIVITY**
in our school.
Can't some of you
plan an **ACTIVITY**
for the coming term?"

Then I leaned back,
and waited
for someone to volunteer,
but would-you-believe-it?
Nobody said a word.
They all sat there,
looking at the ink well
on their desk.

So finally, I said,
"Miss Ross, can't you do it?
I hear you received
your M. A. degree this summer.

You must have
learned a lot
about **ACTIVITIES**."
And she said,
"Oh yes, I had
several courses in which
they were explained,
but the Course-of-Study
takes up all of my time.
I can't teach my 8a
all they should know
in history,
and fool around
with an **ACTIVITY**!"

Then I said, "Mrs. Brown
you have such a nice
group of girls
in your 9b class,
can't you plan
an **ACTIVITY** with them?"

BUT Mrs. Brown
is treasurer for the P.-T. A.
this year,
and is taking
two extension courses,
and that takes up
all her spare time.
Then I said, "Miss Smith
your class made
such lovely castles
out of soap, last year,
can't you handle
an **ACTIVITY**?"

But Miss Smith said,
"Good gracious no!"
She's very out-spoken
is Miss Smith,
on account of getting
the highest salary
of anyone
in the system.

I waited awhile,
and everybody still looked
at their ink wells;
Then I said,
"Can't somebody take
a *slow group*,
and start an **ACTIVITY**?"
But all my
highly-trained teachers
still sat and looked
at their ink wells.

Then up spoke Miss Blossom
a new teacher
without any college degree or
anything to recommend her
except
that the Superintendent
said she knew how
to teach school.

MISS BLOSSOM stopped
making silly marks
on a piece of paper
with a pencil,
and she looked right at me,
and said,
"What is an **ACTIVITY**
anyway?
and, of course
I had to dismiss
the meeting.

Yours very truly,

MARIAN GREGG.

Santa Rosa.



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The Tenure Program

JOHN C. ALMACK, *Stanford University*

THE most interesting and significant events of the recent council meeting at Los Angeles centered about the work of the committee on tenure. The members: Ralph W. Everett, chairman; Pansy J. Abbott, Anna D. Clark, John A. Cranston, Helen H. S. Green, Thaddeus H. Rhodes, George C. Sherwood, Claude W. Sandifur, K. L. Stockton, and C. A. Langworthy—were in session for nearly two days. During this period, teachers, superintendents, and school trustees were given every opportunity to express their views on the question.

Too much credit cannot be given to the chairman for his sincere and patient effort to get at the real merits of every proposal and to afford all a fair hearing. The members of the committee ably seconded Mr. Everett. The meetings were truly deliberative, and marked by candor, honesty, and an earnest desire to frame the best and fairest measure possible. Voting was entirely independent. There was no attempt to "control votes", there were no "blocs", and the cards were kept in plain sight on the table.

Although many points were considered, three provoked the most discussion. **The first** dealt with the question as to whether teachers in the smaller schools should be given the protection of tenure legislation or not. Mrs. Georgia B. Parsons presented the vote of the Los Angeles City Teachers Club, showing it to be almost unanimous for including all teachers.

The second point turned about the desirability of having a professional board to whom a teacher might appeal in the event of dismissal.

The third, and doubtless the most important of all, had to do with the provision of the present law which gives the teacher the right

to appeal to the courts on questions of "law and fact."

Practically every visitor expressed faith in the principle of tenure, and an especially strong endorsement of the principle was made by the representatives of the school trustees organization. They, however, suggested that the present law be amended by striking out the words "and fact", in the section giving teachers the right to appeal to the courts.

Teacher May Appeal to Court

This of course would not have taken away the right to appeal to the courts which every citizen enjoys. It would have prevented the teacher from having a new hearing on the facts. The committee in a close vote adopted the amendment, but it failed of approval by the council. The proposed measure is like the present law in that it permits the teacher to appeal to the courts on questions of "law and fact."

The report of the committee was made Saturday afternoon, and visitors and delegates gave careful attention to it. The suggestion was made that discussion be limited, but the meeting in general favored giving everyone an opportunity to express his views.

The speeches from the floor were favorable to the measure as submitted plus the provision granting the right to go to the courts. No one spoke against the measure, and the vote was strongly in its favor. Apparently, the new measure meets the wishes of the large majority of the teachers of California.

The writer sincerely believes that a **forward step has been taken**. As proposed, the measure makes tenure possible in the smaller schools, but **does not make it mandatory upon the board**. This is a concession to the wishes of school trustees in unsupervised districts, where objections to the present law were said to be most

pronounced. The permissive clause seems fair, however, for school boards are entitled to the right to give teachers permanent tenure if they wish to do so. The responsibility for the decision rests solely with the board; the county superintendent is not required to make a nomination. Since many boards in smaller schools have under the present law chosen to give teachers permanent tenure, it is safe to predict they will go on doing so if the permissive clause is adopted.

The second contribution consists in the fact that **a professional board of review is created.** This board of review has a small membership, appointed from counties contiguous to the county from which the appellant comes, and three of the members must be of the appellant's status. This scheme will reduce the number of court hearings, and lodge responsibility for passing upon professional questions where it properly belongs—and that is with the teaching profession. Should the rights of the teacher under the tenure act be abridged or infringed, she still has the privilege of appealing to the courts on questions of both law and fact.

The teachers of California should stand united behind the tenure law. We are in the midst of one of the most severe depressions known, and, although recovery from financial and economic ills is certain, the effects will be felt for a considerable time.

There is also an over-supply of certificated teachers, sufficient in itself to make the situation serious. **The repeal or weakening of the tenure law in California would be a genuine catastrophe.**

On the other hand, the apparent difficulties of its administration will end in a short time as administrators gain experience with its application. The objections which have been expressed have been fancied rather than real, and in some part due to the suspicion which conservatives always have of something new.

The principle is sound, and in a few years, we will look back in amazement that its general value was ever questioned.

* * *

At the **Merced and Mariposa** joint institute, resolutions were passed requesting that the county course of study be made more elastic and that county eighth grade examination be abolished. C. C. Frey was chairman of the committee for Merced county and Mrs. Agnes Love was chairman for Mariposa county.

* * *

A BULLETIN giving a digest of educational legislation now before the California Legislature is published by the C. T. A. and is available gratis to members who may desire copies.

A Good Safety Lesson

MRS. OLIVE KIMBALL BROWN, 6th Grade Teacher
Roosevelt School, San Bernardino

PARTICULARLY in the teaching of nature-study is it necessary to adapt the lesson to the material at hand. When school opened on a September morning one of the boys presented the teacher with a jar containing three black widow spiders he had found under the luncheon benches. The teacher suggested a research into the lives and habit of "black widows" in particular and spiders in general. Two more black widows were found in the school-room. All five and several cocoons were placed in a glass jar for observation.

The red hour-glass-shaped mark on the under surface of the abdomen is the distinguishing mark of the black widow. Its bite is extremely dangerous and should receive the same treatment as that of a rattlesnake.

One of the cocoons soon hatched. The children were amazed to see more than a hundred tiny spiders crawling rapidly about the jar. Two days later only two of the adult spiders were living and five days later only one. It was a clear case of the survival of the fittest.

In about a week the second cocoon hatched. The children learned that one female lays as many as 2000 eggs in a season. The young are gray; they molt at intervals of about a week, turning darker with each molt and showing creamy-white lines on the back of the abdomen. Maturity, the glossy black stage, is not reached for a year.

Of spiders in general many interesting bits of scientific data and folklore were gathered. It was learned that in India a great deal of fine silk is woven from spider webs. In England, 200 years ago, spiders were called cobs, which is the origin of our word cobwebs. Old-fashioned mothers used to inculcate habits of neatness in their daughters with the rhyme: "Where cobwebs grow, No beaus will go."

After five weeks the children's interests still runs high. A number of them claimed their Red Cross pins on the basis of citizenship service rendered in killing black widows and destroying their cocoons.

* * *

At the **Tulare County Teachers Institute** resolutions were adopted opposing any extension of state printing of school-books and favoring the C. T. A. "Plan B" retirement program.—Margaret A. Hanson, secretary.

Under the Big Tent

Mrs. STELLA DAUGHERTY, *Riverside*

MEXICAN mothers, African mothers, Japanese mothers, Indian mothers, with babes in arms or tiny tots clinging to the hand—teachers from yet another race, with 400 children of an Americanization school—all under "the Big Tent" of **Race Friendship**, mingling in social harmony! Such is the climax of an activity correlated with a year's work in the Irving Elementary School, Riverside.

In the school yard is a child-made tent of cheap muslin covering a two-ring circus complete in miniature detail.

Nearby is the winding Parade, returning in all of its gilded glory to the exhibition quarters.

A ticket booth faces the entrance to the circus grounds. At one side is a stand where peanuts, pop-corn, and red lemonade may be obtained (such refreshments offered the guests through the courtesy of Irving's faculty, financed from the prize-money earned at the Southern California Fair).

Peep under the Big Top. Sawdust everywhere! Performers above and below, poised in expectant readiness, awaiting the crack of the ringmaster's whip! Color in vivid flashes; costumes be-tinseled; clowns in the hippodrome; stuffed paper-bag patrons crowding the bleachers; venders of refreshment and balloon men—all with a subtle power of drawing and holding the attention of a throng—of giving a thrill that satisfies us all and binds us with intimate sympathy!

"The Golden West Circus" activity was begun in Irving School with the idea of making its result an educational exhibit for the annual fair. Its value in motivation far exceeded anticipations. The work was correlated with every subject taught in the school.

The kindergarten made its own circus, utilizing exclusively discard material, cheap kalsomine paint, crayolas and local clay. The tots were taken to inspect the Barnes Circus posters. They learned the names of the animals, and to say "This is a lion" with all possible animal variation. They counted the animals!

In spontaneous conversation such forms of English arose as this: "My brother have one elephant in my house". "Ah! He talk the lies! He no got elephant in he house!" Not only a chance for improved language usage, but one

for moral adjustment, also! The excursion motivation carried over into art, rhythm, music, acrobatics, language and number. A climax for the tiny tots was reached when they entertained the First Grades with a courtesy show in their own kindergarten building.

The invited guests, who were ushered and seated in polite style, declared enthusiastic approval of the affair.

For the show under the Big-Top the tiny tots made the paper-bag audience.

The Circus in the Grades

I. Stimulation

1. A visit from Mr. Al Priddy, Manager Barnes Circus, who gave a talk and answered questions.
2. Films—"Simba" and "Tiger Hunting in India."
3. A performance of Barnes Circus.
4. Animal stories.
5. Discussions—*a.* Animals in their native homes; *b.* Animal habits; *c.* Circus experiences.
6. Stories of circus life.
7. Collection of circus posters.
8. A lower-grade sand-table circus.
9. Fisk Tire Company's cardboard-set-up circus.

II. Activity assignments

First grades: frieze of circus activities, paper-cutting posters, original drawings of animals and circus acts.

Second grades: clowns, lemonade stand, bleachers.

Third grades: ticket office, animals of beaver-board, riders, performers.

Fourth grades: circus wagons, cages, ladders, aeriels, small lettered posters.

Fifth grades: the large tent, the big poster, the sign.

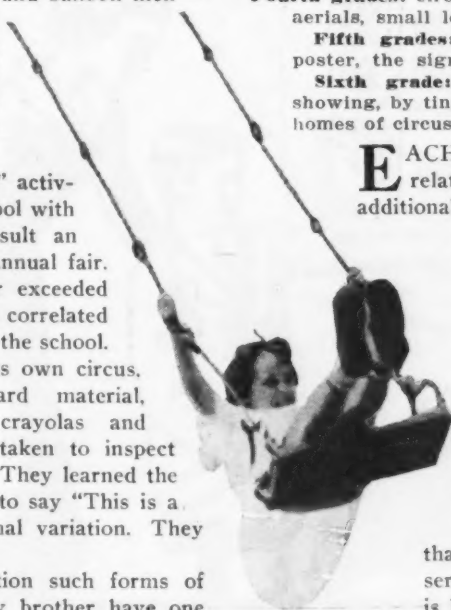
Sixth grade: large hemisphere maps showing, by tiny animal mounts, the world homes of circus animals.

EACH teacher planned her correlation possibilities and much additional work. Every subject was touched in some way and livened by the project.

The effect of "The Golden West Circus" has been far-reaching in its scope and in its influence. The children have loved it. They have enjoyed every application of it. They treasure a genuine feeling for the results of their creation. They wish

that circus guarded and preserved, not because of what it is but of what it represents—

more, far more than a miniature circus! The parents love it. Strangers passing the Fair booth, stopped with softened faces, looked, re-



laxed, and said things that prove the Big-Top still holds a grip on the human heart!

When used as a medium of expression for the children of an Americanization school, the circus assumes a magic that draws us all more nearly under the sheltering protection of that Great Tent—World Peace,—through sympathy and race friendship!

* * *

Me and Lincoln

MARY H. GUTHREY, *Teacher,*
Los Angeles City Schools

MY dad has some big atlas books;
I use them for an airship shed.
But when they tumble in a heap,
My mother sends me off to bed!

Aunt Jane says little Lincoln had
No nice big atlas books, at all.
(And so they couldn't punish him
Because he let an armful fall!)

Once Lincoln had to work a week
Because his borrowed book got wet.
(I guess I'd rather go to bed
Than split old rails, and sweat! and sweat!)

Yosemite

FLOYD E. DEWHIRST

Excelsior Union High School, Norwalk

IF I could paint these scenes I see
On God's broad canvas, spread for me;
These cliffs, which tower in their might,
Those distant peaks, with snow-crown white,
Rock domes, which grace His temple vast,
Clear streams, in beauty unsurpassed,
Which tumble from the Valley rim
Or chatter down through canyons dim,
These scenes of lake and rock and tree,
Their wonder and their majesty;
If I could paint you what I see
Eternal fame would come to me.

If I could speak these sounds I hear
And bring their music to your ear;
The whisper in the pine tree tall,
The cadence of the waterfall,
Some hidden songster's cheerful note,
The mating call from robin's throat,
The scolding of a saucy jay,
The chatter of a chipmunk gay,
The murmur of the clear Merced,
The aspens shaking overhead;
These sounds, which Nature brings to me,
You'd hear as Heaven's symphony.



The teacher in the progressive modern school arouses in children a desire to grow, and is able to guide them happily. She develops appreciation, discovers and stimulates talent.—Courtesy The Platoon School Magazine.

Digest of Educational Bills

The California Legislature to January 22

ROY W. CLOUD

THE 49th session of the California Legislature convened on the 5th of January. After colorful inauguration exercises in honor of the newly-elected Governor, Hon. James Rolph, Jr., of San Francisco, and Lieutenant-Governor Frank F. Merriam of Long Beach, the Legislature began its activities by the reception of sundry bills.

The big problem in the Assembly was the selection of a presiding officer. Honorable Chester M. Levey of the 28th District, San Francisco, received a majority vote and was declared to be the Speaker of the House for the coming session.

Honorable Arthur H. Breed of Piedmont, representing Central District No. 12, was elected speaker pro tem of the Senate. Honorable Chester M. Kline of the 76th District, San Jacinto, Riverside County, was elected speaker pro tem of the Assembly.

On Tuesday, January 13, the **Education Committees** of the Senate and of the Assembly were appointed as follows:

Senate

Herbert W. Slater, Chairman
C. C. Baker
Bert A. Cassidy
George C. Cleveland
Charles H. Deuel
Herbert Johnston Evans
William E. Harper
Ray W. Hays
Herbert C. Jones
Frank W. Mixer
Joseph L. Pedrotti
Will R. Sharkey
Tallant Tubbs

Assembly

Eugene W. Roland, Chairman
Frank Lee Crist
Melvyn I. Cronin
B. J. Feigenbaum
Sam M. Greene
Chester M. Kline
James A. Miller
Lucius Power, Jr.
Frederick M. Roberts
Jerrold L. Seawell
Bert B. Snyder
Ray Williamson
T. M. Wright

In the presentation of the bills affecting California schools, the members of both houses evinced the most friendly attitude and willingly accepted the sponsorship of the measures which were presented to them.

It was impossible because of the late date of the adjournment of the Legislature and the requirements under which the Sierra Educational News is published, to hold the forms of this issue until all the bills had been received from Sacramento. All those that could be secured are digested and are given herewith. The others (which were presented on and after Thursday, January 22) will be outlined in our March issue.

Those who can secure through their Assemblyman a copy of the Assembly Daily Journal of January 8th will find included therein the report of the State Commission for the Study of Educational Problems, appointed under authority of an act of the Legislature of 1929.

Senate Bills—Education

S. B. 6 Inman—Creates a four-year California State College at Sacramento.

S. B. 47 Sharkey—Requires an oath of allegiance on part of all certificated employees of schools.

S. B. 52 Rich—Relieves school districts of liability for damages resulting from injury because of dangerous or defective condition in buildings, grounds, or adjoining streets, unless it can be shown that trustees had actual knowledge of such dangerous condition and within reasonable time failed to remedy same.

Permits school districts to insure against liability for injuries or damages resulting from the dangerous or defective condition of public streets, highways, buildings, work and property.

The premium for such insurance shall be a proper charge against the treasury of the district.

In any case where legal liability is admitted, the school district may pay a bona fide claim, or compromise any such disputed claim out of public funds, provided that in such compromise the district attorney or county counsel approves the term of such compromise.

S. B. 53 Rich—Frees trustees of any school district from liability for damage or injuries to persons or property resulting from the danger-

ous or defective condition of public streets, highways, buildings, grounds, or property. Places the burden of proof of neglect upon the injured party.

S. B. 131 Slater—Makes the granting or offering to grant by advertisement of any academic or professional degree, in violation of Section 651-A of the School Code, a misdemeanor.

S. B. 144 Rich—Provides that counties in the same locality, but not adjoining, may unite in the calling of joint institutes.

S. B. 156 Sharkey—Legalizes all proceedings in the formation of all school districts: elementary, junior high, high school, and junior college, which have been organized for over one year.

Bills similar to this are passed in each session of the Legislature in order that all bonding proceedings carried on by such districts may be perfectly legal.

Slater Bills on Procedure

Senate Bills 236 to 250 by Senator Slater are State Department of Education measures relating to changes of procedure, as follows:

S. B. 236 Slater—Repeals Section 1.13 of School Code, which has to do with the attendance of Indian children in the public schools.

S. B. 237 Slater—Changes the manner of holding elections in union school districts and provides that in any union or joint union school districts the governing board shall call an election for electing trustees by posting notice thereof. Election shall be held in one polling-place in a public school of the district.

S. B. 238 Slater—High School District boards shall meet upon the first day of May to organize, instead of the first Saturday in May.

S. B. 239 Slater—Repeals Sections 2.1197 and 2.1198 of the School Code, relating to appointments of school trustees by County Superintendents.

S. B. 240 Slater—If the trustees of any school district which has funds to maintain a school, refuse to employ a teacher and maintain a school, it becomes the duty of the County Superintendent to employ a teacher and see that a school is maintained.

S. B. 241 Slater—Repeals Sections 3.120 and 3.121 of the School Code relating to the admission of children to kindergarten. This repeal will allow Section 3.122 to determine the age and time of admission of kindergarten children.

S. B. 242 Slater—Counties which send pupils to an adjoining state must raise funds to pay tuition charges and, not to exceed \$10 per month, transportation charges of each pupil in average daily attendance.

S. B. 243 Slater—The superintendent of schools of a county must apportion to any high school within his county a sum not to exceed \$5 per month per pupil to reimburse the high school for money spent in transporting children not residing in any high school district.

S. B. 244 Slater—Repeals Section 3.636 of the School Code relating to admission of deaf children to schools established for the deaf. Section 3.638 will govern this admission.

S. B. 245 Slater—Junior College boards must meet and organize on the first day of May at 11 o'clock a. m. instead of on the first Saturday in May.

S. B. 246 Slater—In counties of fewer than 20 school districts the power of calling a trustees institute is left to the discretion of the county superintendent instead of to the direction of the County Board of Education.

S. B. 247 Slater—Instead of forming a new school district, this act would empower the county superintendent to appoint an additional teacher in an existing school district and pay the salary and also the transportation charges for pupils from the unapportioned county fund.

S. B. 248 Slater—School District boundaries may be changed only when at least 10 heads of families, who are American citizens or who are eligible to become American citizens residing in the districts affected, shall present a petition to the county superintendent for same. This law would change "district" to "districts".

S. B. 249 Slater—Changes use or possession of "cigarettes" as a cause of suspension or expulsion of a pupil to use or possession of "tobacco" in Code Section 1.32.

S. B. 250 Slater—Code Section 1.33 is changed to read: "Any pupil who wilfully cuts, defaces, or otherwise injures in any way, any property, real or personal, belonging to a school district, is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages so caused by such pupil. It leaves out the phrase "on complaint of the teacher or trustees".

C. T. A. Retirement Bill

S. B. 260 Rochester—C. T. A. Retirement Measure.

The Rochester bill is the measure prepared for the California Teachers Association by George B. Buck, consulting actuary of New York City. It provides a retirement pension to be furnished by the state of \$600 after 30 years of service, the last 15 years of which must have been in the State of California.

It also provides for a retirement salary on disability of at least \$420, after 10 years of teaching in California.

The teacher, under the terms of the bill, will be required to deposit 4% of the salary of the

position occupied. This money, so deposited, shall be placed on interest by the State of California, to purchase an annuity for the teacher, which shall be paid upon retirement, either for service or for disability.

If the teacher at any time leaves the service all of her deposits shall be returned with the interest earned by the state; or, should the teacher die before the retiring period has been reached, all deposits with the interest earned by the state shall be given to the estate of the deceased teacher.

In order that no teacher shall retire on less than a \$500 retirement salary, the bill provides that the state shall assume the accrued liability of service of teachers, now in the schools, who will not have deposited a sufficient amount to purchase a \$300 annuity.

In other words, the state will be asked to assume back payments for the teachers who have been paying into the present teacher retirement salary fund.

The Retirement bill is 22 printed pages in length and covers carefully all phases of the retirement situation which should be provided in a measure of this kind.

The bill was presented to the Senate by Senator George W. Rochester of Los Angeles, who had charge of the retirement measure in the last session of the Legislature.

The bill will be sponsored in the Assembly by Assemblyman William W. Hoffman of Oakland, who will actively urge its passage in the House.

This is the first time the teachers of California have been asked to support a legal reserve retirement measure.

A bill of this kind, when it becomes a law, will remove all doubt as to its soundness and of the ability of the state to pay all retirements which may be allowed under its provisions.

A legal reserve bill will of necessity cost the teachers and the state a considerable amount more than a measure such as is now the law in California. It is, however, merely a savings bank proposal for those who do not complete their full term of service and is a guaranty on the part of the state that at all times there shall be sufficient funds in the retirement system to pay all obligations.

This bill provides that in any city or district where there is a local retirement system that the teachers may also come under the provisions of the state bill. San Francisco now has a local retirement system.

It is hoped that in the years to come, many other cities and districts of California will also have local retirement systems.

S. B. 280 Evans—Changes Code Section 6.4 and makes it legal to pay street assessments out of any funds belonging to the district not required by law to be used for other purposes.

S. B. 292 Carter—Changes Code Sections relating to school bond issues by reducing the number of years for which bond issues may be called from 40 years to 30 years and reduces the maximum amount of interest which can be paid upon school bonds to 5%.

Assembly Bills—Education

A. B. 9 McDaniel—Does away with Tenure.

A. B. 10 Meeker—Appropriates the sum of \$35,000 for a summer school of music at the Fresno State Teachers College.

A. B. 14 Patterson—Permits school boards to write liability insurance, covering district and trustees against injuries on grounds or in motor busses.

A. B. 70 Roberts—Prescribes method of reimbursing revolving fund of county in payment for supplies purchased by any school district under co-operative purchase act.

A. B. 74 Reindollar—Provides a method for simplifying of elections of trustees. Gives power to elementary board to name election board for elementary, secondary and junior college districts.

Specifies that there must be but one ballot with names of candidates for trustees of each of the three kinds of districts. Also specifies the kind of notice that must be given by officials and county superintendent.

A. B. 133 Quigley—Provides a fund of \$25,000 to pay expenses of schools in sending contestants to state high school band competitions.

A. B. 190 Reindollar—Cares for deductions of teachers salaries on account of absence and legalizes payment of teachers salaries on 12-month basis.

A. B. 196 Snyder—Appropriates \$5000 for the development, operation, and maintenance of the Santa Cruz egg-laying contest as part of the College of Agriculture, University of California.

A. B. 250 Jost—Amends Section 6.531 of the School Code so that all funds transferred by school districts to a county library shall be used exclusively for the purchase of school apparatus, library and supplementary books.

A. B. 251 Jost—Part time bill. Governs attendance. Permits night school attendance in lieu of day classes.

A. B. 261 Kline—Sets up requirement for full appropriation by state to junior colleges.

A. B. 277 Miss Miller—Allows the accumulation of balances in school district funds.

A. B. 356 Meeker—Does away with Tenure.

A. B. 366 Cobb—C. T. A. Tenure Bill.

A. B. 368 Parkman—Provides that when elementary districts withdraw from high school districts, proportionate outstanding bonded indebtedness shall be levied on the district withdrawing, until the bonds have been paid.

A. B. 369 Parkman—Provides for compensation of election officers serving at school district elections in school districts having an a.d.a. of 500 or over.

A. B. 430 Bliss and Morrison—Appropriates \$150,000 to San Francisco Teachers College, for erection of buildings.

A. B. 431 Bliss and Morrison—Appropriates \$100,000 for purchase of land for Santa Barbara State Teachers College.

A. B. 433 Bliss—Provides that the governing body of a school district shall have power to establish separate schools for Indian children, whether born within the United States or not, and for children of Chinese, Japanese, or Mongolian parentage.

A. B. 435 Dillinger—Repeals Code Sections 3.330, 3.331, 3.332, 3.333, 3.334, 3.335, 3.336, 3.337, 3.338 of School Code. These sections govern the closing of schools when a state of war exists.

A. B. 446 Williamson—C. T. A. Leaves-of-Absence Bill.

A. B. 447 Williamson—Governs deductions from salaries of certificated employees in case of absence.

A. B. 448 Williamson—Provides for sick leave with compensation for certificated employees of school districts.

A. B. 449 Williamson—Appropriates \$1,000,000 for the complete construction and equipment of the San Francisco State Teachers College.

A. B. 469 Hoffman—Change in Code Sections 3.625, 3.632 and 3.634. Changing the name of "visiting teacher" to "home instructor".

A. B. 485 Badham—Changes Code Section 6.470 by eliminating school districts having an average daily attendance of more than 1000 from the provisions of the county co-operative purchasing requirements.

A. B. 554 Meeker—Increases the amounts to be given by the state for agriculture and for home economics to meet the requirements of the federal laws for the promotion of vocational education.

Teacher Turn-over

Effects of the 1927 Tenure Law

IT will be recalled that the original tenure law of 1921 provided permanent tenure for teachers in districts of eight or more teachers and that employed principals giving at least half of their time to supervision. The 1921 law expressed the general approval of the idea and principle of permanent teacher-tenure.

So satisfactory was the 1921 law, in fact, that the legislature of 1927 felt encouraged to extend the possibility of permanent tenure to all teachers.

When the 1927 law became effective, it met with more or less immediate opposition, especially in certain quarters. A considerable number of school administrators took occasion to condemn it on grounds of the administrative principles involved. Certain boards of trustees, as well as trustees institutes, also lifted their voices against the 1927 law, largely on the grounds that it infringed upon their ancient authority to hire and fire teachers.

At nearly the same time the chorus of complaint against the law was augmented by the voices of certain teachers and teacher-groups in the smaller districts.

The statement was made, many times over, that boards of trustees were dismissing teachers wholesale in order to avoid the consequences of the 1927 law. It was said, too, that instead of increasing tenure—instead of rendering the tenure of teachers more stable in the schools of eight teachers or less—the 1927 law was in reality rendering impossible stability of tenure in such schools.

Several studies were made of the tenure situation. For the most part, these studies were based upon opinion. Opinions of administrators, of trustees, and of teachers were sought and tabulated. And the results obtained were neither conclusive nor satisfying, for the reason that opinions, even within the groups named, did not always agree. There was no clear consensus of opinion among the groups.

The Tenure Committee (1) of the California Teachers Association set about the task of collecting facts relative to effects which the 1927 tenure law has had upon teacher turn-over in schools employing eight teachers or less. For this purpose comparative figures were needed.

The Research Department, at the request of the Tenure Committee, undertook a study for

1. Mr. Ralph W. Everett, Sacramento Junior College, Chairman.

Table I. Number of teachers employed, number of teachers leaving positions, and percentage of teachers leaving positions in schools employing eight teachers or less. Figures for 1924-1925, 1925-1926, 1926-1927, 1927-1928, 1928-1929, 1929-1930 in certain counties of California.

| Name of County | School Year | Number of teachers employed in schools of 8 teachers or less | Number teachers leaving positions in schools of 8 teachers or less | Pct. of teachers leaving positions in schools of 8 teachers or less |
|----------------|--------------------------|--|--|---|
| Amador | 1924-25 | 60 | 28 | 46.6 |
| | 1925-26 | 60 | 16 | 26.6 |
| | 1926-27 | 60 | 12 | 20.0 |
| | 1924-1927 ⁽¹⁾ | | | |
| | (Total) | 180 | 56 | 31.1 |
| | 1927-28 | 60 | 15 | 25.0 |
| | 1928-29 | 45 | 6 | 13.3 |
| | 1929-30 | 45 | 13 | 28.8 |
| | 1927-1930 ⁽²⁾ | | | |
| | (Total) | 150 | 34 | 22.7 |
| Eldorado | 1924-25 | 77 | 40 | 51.9 |
| | 1925-26 | 80 | 30 | 37.5 |
| | 1926-27 | 81 | 23 | 28.4 |
| | 1924-1927 | | | |
| | (Total) | 238 | 93 | 39.0 |
| | 1927-28 | 81 | 31 | 38.2 |
| | 1928-29 | 81 | 23 | 28.4 |
| | 1929-30 | 79 | 26 | 32.9 |
| | 1927-1930 | | | |
| | (Total) | 241 | 80 | 33.2 |
| Imperial | 1924-25 | 97 | 53 | 59.7 |
| | 1925-26 | 85 | 50 | 58.8 |
| | 1926-27 | 91 | 42 | 46.1 |
| | 1924-1927 | | | |
| | (Total) | 273 | 150 | 54.9 |
| | 1927-28 | 103 | 48 | 46.6 |
| | 1928-29 | 92 | 41 | 44.5 |
| | 1929-30 | 93 | 41 | 44.1 |
| | 1927-1930 | | | |
| | (Total) | 288 | 130 | 45.1 |
| Kings | 1924-25 | 61 | 36 | 59.0 |
| | 1925-26 | 56 | 16 | 28.5 |
| | 1926-27 | 56 | 26 | 46.4 |
| | 1924-1927 | | | |
| | (Total) | 173 | 78 | 45.1 |
| | 1927-28 | 58 | 11 | 18.9 |
| | 1928-29 | 58 | 20 | 34.4 |
| | 1929-30 | 66 | 21 | 31.8 |
| | 1927-1930 | | | |
| | (Total) | 182 | 52 | 28.5 |
| Lake | 1924-25 | 47 | 18 | 38.3 |
| | 1925-26 | 49 | 14 | 28.6 |
| | 1926-27 | 50 | 17 | 34.0 |
| | 1924-1927 | | | |
| | (Total) | 146 | 49 | 33.5 |
| | 1927-28 | 50 | 23 | 46.0 |
| | 1928-29 | 52 | 18 | 34.6 |
| | 1929-30 | 52 | 16 | 30.7 |
| | 1927-1930 | | | |
| | (Total) | 154 | 57 | 37.0 |

| Name of County | School Year | Number of teachers employed in schools of 8 teachers or less | Number teachers leaving positions in schools of 8 teachers or less | Pct. of teachers leaving positions in schools of 8 teachers or less |
|----------------|-------------|--|--|---|
| Los Angeles | 1924-25 | 194 | 94 | 48.4 |
| | 1925-26 | 193 | 87 | 45.1 |
| | 1926-27 | 181 | 69 | 38.1 |
| | 1924-1927 | | | |
| | (Total) | 568 | 250 | 44.0 |
| | 1927-28 | 161 | 53 | 32.9 |
| | 1928-29 | 168 | 74 | 44.0 |
| | 1929-30 | 169 | 65 | 38.4 |
| | 1927-1930 | | | |
| | (Total) | 498 | 192 | 38.5 |
| Marin | 1924-25 | 78 | 20 | 25.6 |
| | 1925-26 | 79 | 26 | 32.9 |
| | 1926-27 | 79 | 14 | 17.7 |
| | 1924-1927 | | | |
| | (Total) | 236 | 60 | 25.4 |
| | 1927-28 | 80 | 22 | 27.5 |
| | 1928-29 | 80 | 14 | 17.5 |
| | 1929-30 | 79 | 17 | 21.5 |
| | 1927-1930 | | | |
| | (Total) | 239 | 53 | 22.1 |
| Napa | 1924-25 | 67 | 27 | 40.2 |
| | 1925-26 | 59 | 19 | 32.2 |
| | 1926-27 | 61 | 28 | 45.9 |
| | 1924-1927 | | | |
| | (Total) | 187 | 74 | 39.5 |
| | 1927-28 | 61 | 22 | 36.0 |
| | 1928-29 | 60 | 20 | 33.3 |
| | 1929-30 | 60 | 18 | 30.0 |
| | 1927-1930 | | | |
| | (Total) | 181 | 60 | 33.1 |
| Riverside | 1924-25 | 88 | 53 | 60.2 |
| | 1925-26 | 89 | 42 | 47.1 |
| | 1926-27 | 99 | 41 | 41.4 |
| | 1924-1927 | | | |
| | (Total) | 276 | 136 | 49.2 |
| | 1927-28 | 91 | 39 | 42.8 |
| | 1928-29 | 95 | 50 | 52.6 |
| | 1929-30 | 98 | 41 | 41.8 |
| | 1927-1930 | | | |
| | (Total) | 284 | 130 | 45.7 |
| Santa Barbara | 1924-25 | 97 | 37 | 38.1 |
| | 1925-26 | 86 | 36 | 41.8 |
| | 1926-27 | 81 | 33 | 40.7 |
| | 1924-1927 | | | |
| | (Total) | 264 | 106 | 40.1 |
| | 1927-28 | 78 | 24 | 30.7 |
| | 1928-29 | 77 | 20 | 25.9 |
| | 1929-30 | 71 | 26 | 36.6 |
| | 1927-1930 | | | |
| | (Total) | 226 | 70 | 30.9 |
| Santa Clara | 1924-25 | 135 | 51 | 37.7 |
| | 1925-26 | 156 | 47 | 20.1 |
| | 1926-27 | 166 | 43 | 25.9 |
| | 1924-1927 | | | |
| | (Total) | 457 | 141 | 30.8 |
| | 1927-28 | 167 | 34 | 20.3 |
| | 1928-29 | 167 | 33 | 19.7 |
| | 1929-30 | 176 | 31 | 17.6 |
| | 1927-1930 | | | |
| | (Total) | 510 | 98 | 19.2 |

| Name of County | School Year | Number of teachers employed in schools of 8 teachers or less | Number teachers leaving positions in schools of 8 teachers or less | Pct. of teachers leaving positions in schools of 8 teachers or less |
|----------------|--------------------------|--|--|---|
| Sacramento | 1924-25 | 154 | 49 | 32.0 |
| | 1925-26 | 154 | 66 | 43.0 |
| | 1926-27 | 146 | 43 | 29.0 |
| | 1924-1927 (Total) | 454 | 158 | 34.8 |
| | 1927-28 | 165 | 73 | 44.0 |
| | 1928-29 | 131 | 51 | 39.0 |
| | 1929-30 | 127 | 30 | 24.0 |
| | 1927-1930 (Total) | 423 | 154 | 36.4 |
| | <hr/> | | | |
| | | | | |
| Sierra | 1924-25 | 21 | 6 | 28.5 |
| | 1925-26 | 21 | 9 | 42.8 |
| | 1926-27 | 20 | 13 | 65.0 |
| | 1924-1927 (Total) | 62 | 28 | 45.1 |
| | 1927-1928 | 22 | 13 | 59.0 |
| | 1928-29 | 23 | 4 | 17.3 |
| | 1929-30 | 23 | 6 | 26.0 |
| | 1927-1930 (Total) | 68 | 23 | 33.8 |
| | <hr/> | | | |
| | | | | |
| Solano | 1924-25 | 79 | 33 | 41.7 |
| | 1925-26 | 81 | 28 | 34.5 |
| | 1926-27 | 75 | 17 | 22.6 |
| | 1924-1927 (Total) | 235 | 78 | 33.2 |
| | 1927-28 | 72 | 25 | 34.7 |
| | 1928-29 | 70 | 14 | 20.0 |
| | 1929-30 | 68 | 21 | 30.8 |
| | 1927-1930 (Total) | 210 | 60 | 28.5 |
| | <hr/> | | | |
| | | | | |
| Tehama | 1924-25 | 64 | 36 | 56.2 |
| | 1925-26 | 64 | 34 | 53.1 |
| | 1926-27 | 65 | 37 | 56.9 |
| | 1924-1927 (Total) | 193 | 107 | 55.4 |
| | 1927-28 | 66 | 35 | 53.0 |
| | 1928-29 | 66 | 37 | 56.0 |
| | 1929-30 | 68 | 38 | 55.8 |
| | 1927-1930 (Total) | 200 | 110 | 55.0 |
| | <hr/> | | | |
| | | | | |
| Trinity | 1924-25 | 33 | 19 | 57.5 |
| | 1925-26 | 35 | 17 | 48.5 |
| | 1926-27 | 31 | 18 | 58.0 |
| | 1924-1927 (Total) | 99 | 54 | 54.5 |
| | 1927-28 | 32 | 10 | 31.2 |
| | 1928-29 | 31 | 13 | 41.9 |
| | 1929-30 | 32 | 6 | 18.7 |
| | 1927-1930 (Total) | 95 | 29 | 30.5 |
| | <hr/> | | | |
| | | | | |
| Tulare | 1924-25 | 235 | 82 | 34.8 |
| | 1925-26 | 230 | 81 | 35.2 |
| | 1926-27 | 238 | 77 | 32.3 |
| | 1924-1927 (Total) | 703 | 240 | 34.1 |
| | 1927-28 | 241 | 93 | 40.6 |
| | 1928-29 | 240 | 84 | 35.0 |
| | 1929-30 | 240 | 72 | 30.0 |
| | 1927-1930 (Total) | 721 | 254 | 35.2 |
| | <hr/> | | | |
| | | | | |

| Name of County | School Year | Number of teachers employed in schools of 8 teachers or less | Number teachers leaving positions in schools of 8 teachers or less | Pct. of teachers leaving positions in schools of 8 teachers or less |
|----------------|------------------|--|--|---|
| Del Norte | 1924-25 | 23 | 6 | 26.1 |
| | 1925-26 | 23 | 7 | 30.4 |
| | 1926-27 | 25 | 6 | 24.0 |
| | 1924-1927 | | | |
| | (Total) | 71 | 19 | 26.7 |
| | 1927-28 | 25 | 6 | 24.0 |
| | 1928-29 | 25 | 7 | 28.0 |
| | 1929-30 | 26 | 5 | 19.2 |
| | 1927-1930 | | | |
| | (Total) | 76 | 18 | 23.6 |
| Butte | 1924-25 | 91 | 31 | 34.0 |
| | 1925-26 | 88 | 31 | 35.2 |
| | 1926-27 | 85 | 31 | 36.4 |
| | 1924-1927 | | | |
| | (Total) | 264 | 93 | 35.2 |
| | 1927-28 | 86 | 34 | 39.5 |
| | 1928-29 | 86 | 34 | 39.5 |
| | 1929-30 | 87 | 34 | 39.1 |
| | 1927-1930 | | | |
| | (Total) | 259 | 102 | 39.4 |
| Santa Cruz | 1924-25 | 72 | 32 | 44.4 |
| | 1925-26 | 72 | 31 | 43.0 |
| | 1926-27 | 73 | 20 | 27.9 |
| | 1924-1927 | | | |
| | (Total) | 217 | 83 | 38.2 |
| | 1927-28 | 77 | 22 | 28.5 |
| | 1928-29 | 76 | 29 | 38.2 |
| | 1929-30 | 80 | 19 | 23.7 |
| | 1927-1930 | | | |
| | (Total) | 233 | 70 | 30.0 |

2. In the collecting of data, and because of no fault on the part of the county superintendents concerned, the data received from Nevada, San Luis Obispo, San Mateo, Shasta, and Stanislaus counties was incomplete, and could not be included in the tables here presented. However, it may be stated that the data received from these counties tend definitely to bear out the trend of the figures from the above twenty counties.

3. The 1927 Tenure Law extended tenure to all teachers in the state, including those in schools of eight teachers or less who had not been allowed permanent tenure under the earlier (1921) law.

The totals for the three years, 1924-1925, 1925-1926, 1926-1927 represent teacher turn-over during the three years immediately preceding the operation of the 1927 law.

The totals for the school years, 1927-1928, 1928-1929, 1929-1930 represent teacher turn-over during the three years immediately following the operation of the 1927 law.

this purpose. Forms were sent to the county superintendents of the 58 counties. These forms provided for the statistics of teacher turn-over during the three-year period immediately prior to the operation of the 1927 law, and also for similar statistics during the three years since the 1927 law has been in effect.

Through the generous co-operation of the county superintendents complete data were made available for 20 counties. These figures appear in the accompanying tables.

It will be noted, in Table I, that with the four exceptions (Lake, Butte, Sacramento and Tahoe counties) the percentage of teachers leav-

ing positions in schools of eight teachers or less was greater before the 1927 law went into effect than since.

The totals summarizing Table I, as set forth in Table II, show that during the three school years, 1924-1927, 2053 teachers left positions in the 20 counties, an annual average turn-over of 38.7% of the actual teaching positions. For the three years, 1927-1930, 1776 teachers left their positions, an annual average of 33.9% of the actual teaching positions.

In other words, the average turn-over of teachers in the 20 counties was ap-

Table II. Summary of teacher turn-over in schools employing eight teachers or less during the three years immediately prior to the operation of the 1927 law (1924-1927), (1) and during the three years immediately following, (2) the operation of the 1927 law (1927-1930), in twenty California counties.

| Period | No. teachers employed in schools of 8 teachers or less (3) | No. teachers leaving their positions in schools of 8 teachers or less | Percentage of teachers leaving positions in schools of 8 teachers or less |
|-----------|--|--|--|
| 1924-1927 | 5296 | 2053 | 38.7% |
| 1927-1930 | 5238 | 1776 | 33.9% |

(1) The period 1924-1927 includes the school years 1924-25, 1925-26, 1926-27.

(2) The period 1927-1930 includes the school years 1927-28, 1928-29, and 1929-30.

(3) The number of teachers for the three-year period is obtained by adding the number of teachers for each of the three years included. In many cases, therefore, the same teacher will be included three times (i. e., once each year). For example, Eldorado County had 77 teachers employed in schools of eight teachers or less during the year, 1924-25; 80 such teachers in 1925-26; and 81 in 1926-27. The total for the period 1924-27 is, then, for Eldorado County, 238 teachers. This method of summing is necessary in order to arrive at valid percentage figures in Column 3 of the table.

proximately 5% greater before the 1927 law went into operation than since tenure was made effective for such teachers.

In connection with this study, no attempt was made to ascertain why these teachers left their positions. It was believed that the figures themselves would bear directly upon the problem of the security of position and stability of tenure of the teachers affected by the 1927 extension of the tenure law.

CONCLUSION

If any conclusion is justified on the basis of the figures presented here, it must be that in general the 1927 tenure law has not operated to render tenure of position, in schools employing eight teachers or less, less stable than it already was.

No doubt, in certain cases—perhaps in many cases—the 1927 law meant loss of positions to teachers. But as a general thing, if we may credit the figures of the 20 counties as indicative of conditions throughout the entire state, it has **NOT** had this effect.

Perhaps the most striking feature of the results of the study here presented, and certainly the most deplorable feature to individuals with a deep interest in either the welfare of the teacher or that of the child, is the **astounding amount of teacher turn-over in the smaller schools of the state, even under the best conditions.**

It augurs ill indeed for education that one-third of the children each year face a teacher who is occupying her position for the first time.

Joseph Marr Gwinn



Dr. Joseph Marr Gwinn, President of the California Teachers Association, and one of the great schoolmen of America, has been re-elected for a four-year term as Superintendent of the San Francisco Public Schools.



Ellen Browning Scripps, of Southern California, who recently celebrated her ninety-fourth birthday, is internationally known as a noble benefactress of Education and Science. She has made extensive contributions to Pomona and Scripps Colleges, and to many other worthy educational enterprises. She presented Dawson's "Birds of California" to every secondary school in the state. She is recognized as one of the great and good women of California.—Courtesy, Pomona College Magazine.

A Letter from Czechoslovakia

MISS M. MADILENE VEVERKA, head of the kindergarten primary grades of Los Angeles City Schools, is away from her responsibilities, for a year of contact with the schools of Europe. She is at present in Czechoslovakia, her native land, studying at the University of Prague. Columbia honored Miss Veverka with a fellowship—she being one of five chosen for this distinction.

Miss Veverka left without a detailed program in mind, feeling that she could more profitably work this out after she was on the ground and in the midst of new problems and interests.

The fact that Miss Veverka has command of several languages makes it possible for her to get values out of these contacts which would be impossible otherwise. She expects to visit many centers where progressive education is being carried on before her return.

We feel that we shall all gain immeasurably by having Miss Veverka interpret and evaluate educational practices of other countries, when she returns to us.—GRACE DUPUY, Assistant Supervisor, Kindergarten-Primary Division, Los Angeles.

Herewith are excerpts from one of Miss Veverka's letters to Los Angeles friends:

Prague, Czechoslovakia
October 25, 1930

MY first days here were a chaos. It is a rather helpless experience to get adjusted to a new university; in fact, to any kind of a school over here. I find that all my nice manners and good habits won't work. You "keep to the left" over here. This means a new set of habits. You keep your fork in your left hand when you eat. But most strange are the customs at the University.

I never needed a nurse so badly in my life as I did the day I went to get my program made out. There is no stated time for school to begin. You look for the President's office and find there is none such, and no President.

I thought of a fine scheme, namely, if I got a catalog and looked over the course, I then could get promptly to work. On the opening day of school, however, the catalog had not even been printed.

So I inquired a few days later. The man at a desk said that if I wanted a catalog, perhaps I could get one at the book-store. So I went to a book-store and purchased a university catalog.

There are no classifications of students by years. There is no definite date when lectures begin. Each professor puts his little notice on the bulletin board. You scan this board until the course you want is posted. Then you go to the room designated.

Your next professor may not begin until the next week. No one seems to think anything of it. You soon find you are in a different world.

I am registered in the School of Philosophy. No one has approved my program; no one does. Over here they think that by the time a student

has reached the graduate school he does not need such infantile things. He is highly-trained and well-selected, and is supposed to know how to work in a university.

I spoke to a student about some of my courses not beginning for a week or ten days. He said "My, you are lucky! You will get a lot of work done by then". This means that every one who is here has some definite problem in mind and is working on it. The professor is merely there to give very technical and learned help.

I found also that you can register for conflicting courses. How can one attend two different classes at the same period? You can't but it makes no difference! The student attends the class which promises to give him the most help for his own research problem.

It is not thought bright to attend classes regularly. One man said he just could not spare the time to attend all his classes, as he had so much to do. I asked him how he learned the work. He laughed and said "Surely not from the professor!"

You Really Study for Yourself!

It seems that as soon as one registers for a course, he begins to study that thing by himself. If the instructor in his lectures offers something that will be especially helpful, then you go. If not, you just go about your business and study.

I thought of course that there were papers to write and quizzes and examinations. The system is entirely different.

No one interrupts the professor. Of course, if you are in a language class you must talk, but language classes are not taken seriously. You are supposed to know all the languages before you come to the University.

In one class the professor excused from the class all who could not read the references in

Latin, Greek, German, French and English. He said that at least three of these would be expected, as there was a lot of original material to be read. Only a few left the class, as most of them were linguists.

I went to one lecture and in the course of the hour the professor used three languages and no one was bothered.

The classes in advanced work are pure lectures; no discussion, no talking. You just take notes. There is no credit for attendance. The credit is dependent entirely on the examination. You take a course and if you want credit you appear at the end of the semester or the year and take your "rigorosa". Examinations are oral.

A student can attend or not as he pleases. It is said that some professors prefer very much to have students stay away. I did not see through this scheme at first, but now I am seeing the logic and wisdom of it.

Libraries That Work

I never saw such wonder libraries. I have seen more pretentious and more costly ones, but nothing like this for real work. All wraps must be left in the check-room. No coat, hat, or brief-case comes in.

You are given a brass tag with the number of the table. You sit there and no place else. When you are through, you return your tag at the desk and some one else is given the place.

Would you believe it? There is a line outside the big glass door, waiting for a turn to enter, much as we do in movies in the States! If every seat is taken you just do not come in. A card on the door says "All Occupied" and no one can come in.

If you want a book, you do not go to the shelf and get it, you go to the desk and hand in your slip with the catalog number of the volume. The attendant bows and informs you to come back to the desk in one hour and a half and the book will be there.

I was in the library one day at 12:45. A bell rang. All the people arose and began to hand in their seat tags. I went to the desk and asked why the bell rang, thinking that perhaps a fire may have broken out. The sober clerk said that it was the noon hour. I said that I would stay in and work. He said I could not, so I asked if I might not study in the corridor. He said no! All doors and all corridors are locked until the students go to the cafes and have lunch.

This all seems to work so well. The thing that amazes me beyond everything else is the lack of any social college life. No sororities, no

fraternities, no frat houses, no park benches or promenades, no autos, no college papers, no athletics, no football or basket-ball or base-ball, no debating societies, no yells, no college spirit, no freshman, junior, sophomore or senior classes, no college or class pins, no "vamps" on the campus! There is no campus, no athletic fields, no raising of money for one thing or another for the students.

Can you imagine all this? Is it any wonder they work over here?

Why, they have not another interest in the world but their university work! There is not a single interruption to your research. The work is the first, last, and everlasting interest. You are at it from morning until night.

You are fairly steeped in study! And how they can study! At first I could not quite see it, but now I am getting the spirit and am liking it immensely. We wonder why they have such scholars here. This is why. This is what makes great universities like Paris, Jena, Prague.

Many of my classes come at 6 to 8 in the evening. This is so that the students might not be interrupted in their work or in their studies. Now isn't that an idea?

They have very little respect for Americans over here when it comes to scholarship. They know that at least two-thirds of college life over there is occupied with other interests.

The advanced student here may take a seminar, a course where students have a chance to report on topics and discuss them. But even this is highly organized.

I AM visiting schools. This may sound simple, but it is far from simple. I could not get beyond the front gate until I got my document from the Ministry of Education. Now I can visit if I present that. I have seen some of the most interesting things in the world.

Most of the primary teachers are men. I saw a man with a flowing beard teaching a lot of little first-grade beginners. I just can't get used to that. It is surprising what fine primary teachers some of these men are. They think nothing of it in this country.

Some of the teachers are old men and have taught these beginners all their lives. You find such lovely persons here and there, regular Froebels.

I have seen some interesting kindergartens. They have many more didactic materials than do we. I am interested in a lovely kindergarten in a section where Russian refugees are located. The director is a refugee woman of noble rank. They are very particular about sanitation and health.

The city is doing interesting things in social welfare for children outside the schools.

Berlin was such a delight. Potsdam, the palace of the old regime, is like a palace on the moon; all silent and empty. Bremen is lovely. These old cities over here just do grip you! These cities are so well-planned that each has something to correspond to the "Unter den Linden".

The shops are a perpetual delight. The laces, glass, furs, rugs, and fabrics of every kind make me so glad I am a woman. I think men miss a lot by not having all these little feminine interests, that make a shop-window meaningful.

I attended the fiftieth anniversary exercises and exhibit of one of the kindergartens here the other day. Each kindergarten has its own history and its own traditions. Kindergartens have been conducted here for 75 years.

Many of them are held in their own buildings apart from the regular schools. This is being changed now and they are gradually being put together. I am not sure that putting them together will advance the kindergartens. It may bring them to the more rigid form of discipline that one finds in the grades. Time will tell.

I went to the Bakule Institution. Bakule is the man who has done such wonderful work with music among the little war-bereft children and among cripples. I came away with a lump in my throat. One should not see too much of misery and pathos; it makes one lose proportion.

Bakule has made people out of the scraps of humanity that war and our wrong social systems have produced and are continuing to produce. In this we in America are not blameless. Our slums, our poverty, poor food, unhygienic housing and living, we have our problems and much to do.

M. MADILENE VEVERKA

* * *

For Washington's Birthday

Florence Coleman, Teacher in the Le Conte School, Berkeley, has sent us the following exercise for the high first and second primary grades. She states,—“This activity centers about George Washington's Birthday and naturally leads to observations of the courage and courtesy of this great man and the ethics of his time.

The making of suitable hats, toy guns, drums, etc., enriched our manual training activities. Songs and marching enriched our music and physical training.

Children, costumed suitably, march to places, singing, “Forward Children—Fall in Line”.

Children—George Washington was the first President of the United States of America.

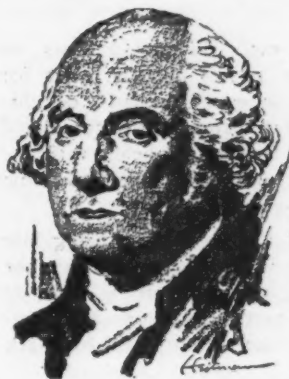
First Child—He and Betsy Ross planned our flag.

Second Child—There are 13 stripes—one for each colony.

Third Child—There were 13 stars in this field of blue—because there were 13 colonies.

Fourth Child—Now we have 48 stars for our 48 states.

Fifth Child—George Washington always told the truth; — One time—when he was a very small boy—he was playing in the garden with his new hatchet. He hacked one of his father's favorite cherry trees until he killed it.



Sixth Child—When his father asked about the cherry tree,

George owned up. He said, “I did it father, with my little hatchet”.

Seventh Child—His father said, “Run to my arms, dear boy, I would rather lose a thousand cherry trees than have my boy tell a lie”.

All sing—“Who had a hatchet—bright and new? Little George Washington”.

Eighth Child—I will tell about the sorrel colt;— When George Washington was a big boy, he was very fond of horses and liked to ride the wildest colts. His mother owned a beautiful sorrel colt, which was running in the pasture. George and a boy friend went down there one day and he said, “If we can get him cornered and get a bridle on him, I will ride him”. So they did and George was on him in an instant. The colt ran and raced and plunged with such force that he died.

Ninth Child—Now, who should tell his mother? Should they tell his mother? Do you think he told his mother? Yes, he went straight to her. She was sorry to lose the colt but said, “I rejoice in my son who tells the truth.”

ALL CHILDREN, Chorus—George Washington told the truth!

Leave the stage singing and marching; song, “Forward March Boys, Brave and True and Strong.”

A Post Office Activity

LEORA M. LINDSLEY, *Teacher; A First Grade,
Rosewood Avenue School, Los Angeles*

THIS activity was suggested by one of the children after reading in the new state textbook, a story about a post office made by children in school.

Another thing inciting interest in mail was the approach of **Valentine Day**. We discussed what we must know to act as carriers and finding that it would be necessary to be able to read addresses we decided to learn to read each others names.

In order to give each child an address we named the aisles for streets and the seats for houses were given numbers. We had a delightful time passing out papers and completed manual work which had been labeled with the owners name. In fact we had a perfect epidemic of labeling in the room.

Materials to build the post office being late in arriving we decided it would be fun to make a miniature section of the district with its houses, lawns and of course mail boxes and postman walking down the street with his sack upon his back.

The modern trend was expressed by the large number of airplane hangars in the rear of many of the houses. At the same time we had an interesting experience making sign posts out of boards for each aisle and printing the names of the streets on them.

We filled discarded chalk boxes with sand and rocks which made very satisfactory wells in which to place the sign posts to make them stand up so that any stranger to the room could easily locate a pupil by consulting the map and list of pupils with addresses which hung in the front of the room.

A Helpful Librarian

At about this time our very good friend Miss Ford, a traveling librarian from the school library, visited us and most graciously offered her help. And such help as she did give, sending us many books, pamphlets and pictures and even a song book with a song about the postman which we learned with joy.

Just how we became interested in the history of mail distribution we cannot remember but Mr. Wood, who came to see us in response to a letter of inquiry to the Los Angeles City Postmaster, fanned the flame of interest in this subject by a reference to the fact that the pony

from the Pony Express of old is still the symbol of the post office department.

Then we found a book in the collection sent us by Miss Ford telling of methods of sending messages both before and after electricity. We had the urge to express ourselves and to make something to take home to show to mother and daddy all the wonderful things we were learning in school about the carrying of messages. Result—our most precious souvenir of the semester's thought.

We made a big book in which we put some of the drawings showing message carriers from Indian signal fires on the mountain at night and the column of smoke in the daytime to the modern airplane. And our mail planes are trimotor monoplanes which we learned from Mr. Wood is the type used by the U. S. Post Office Department to carry its mail.

One eager child suggested that a book should have stories as well as pictures so we proceeded to compose stories telling about the pictures and what we had learned from our play (nothing remotely like work in this).

Interest Means Mastery

How delighted we were to find that many of the words which had been troublesome to learn in our reading books were easily mastered when they were a part of the stories of our precious book.

We have changed "numbers" from a bugaboo to a fascinating game. We are able to buy and sell stamps of all denominations and to make accurate change. Bits of paper with numbers on, no matter how crude to the adult mind, to us are perfectly good money and no "coin of the realm" was ever more carefully handled.

We have even acquired an insight into the "times" realm. It happened this way: Miss Lindsley had a letter she wished to send Special Delivery but there were no special delivery stamps to be had at Mr. Cartwright's office. She took an envelope and put six two-cent stamps on it and wrote "Special Delivery" under the stamps. What is this but six times two?

We have used all our regular work with our activity adding much to our pleasure and profit. Music was represented by our song "The Postman", three poems about the postman and the stories making up our daily bulletin of events were part of our reading language and writing lessons.

Our post office, truck, big book, mail bags, paper flags, caps for the officials and many other pieces of handwork satisfied our manual

requirements and the stamp business gave ample number work practice. Most important of all we learned to be dependable in handling the public funds (postmasters are responsible for money received we learned) and courteous in our dealings.

In fact all the requirements of good citizenship came up for consideration and were as seriously studied as any group of adults ever pondered these things.

* * *

Character Education

R. D. LINDQUIST, *Assistant Superintendent of Schools, Oakland*

Excerpt from a letter to C. T. A. Committee on Character Education:

CHARACTER Education cannot consist of training in specific traits as such, apart from the situation in which those traits are necessary or desirable. It is of little value to simply talk about honesty, or industry, or punctuality as separate traits.

To have lessons in honesty or in industry in our curriculum, or to have a separate course of study dealing with the traits, seems to me to violate the principles underlying sound character development.

I believe that industry is not an abstraction that can be learned apart from concrete life situations. A man may be very industrious in sports and not at all industrious in his work, or he may have the habit of industry in certain types of work and not have them in other types of work.

Furthermore, if he is doing his work in the way in which it should be done, he is learning industry. It is not necessary to separate it from the activity itself and discuss it. If the child is to learn to be industrious, the stimuli to activity must be such that he will, in response to these stimuli, work industriously, not for the sake of being industrious but for the sake of getting the work done.

I believe we cannot have a course of study in character formation. The purpose of the entire curriculum is character forming, and to say that it must be done in certain lesson periods or at a given time during the day, is to imply that it is not done at other times. Insofar as the activities of the school do not contribute to character formation, I question whether or not they have any place at all in the experiences of the child in school.

There is plenty of evidence that the liberalizing of the elementary curriculum has re-

sulted in a marked improvement in the behavior of children. Discipline problems are not nearly so numerous as they formerly were in schools.

This, in my opinion, is largely because life is much more natural and more nearly normal than ever before. Also, it is true because life there enlists the enthusiastic and purposeful effort of the child, and because the variety of activity involved and because of this emphasis upon purposefulness there is resulting a finer integration of all phases of child growth and development.

Children are growing up possessed of more poise and balance. I believe they work harder, have fewer temptations to dishonest action, cooperate more intelligently and enthusiastically with fellow men, exercise more initiative, show more originality, than ever before in the history of the human race.

This is not because we have taught or because we have isolated these traits and tried to develop them as separate traits, or to teach them as subjects, but because we have organized the life of the school so that it is more nearly a normal child's life, and so that it more nearly meets the growth needs of children.

I think that a committee concerned with Character Education could not do better than to encourage the present tendencies in elementary education which make for a liberalizing of elementary curriculum and for a re-organization of it more in line with the needs and interests of boys and girls.

* * *

Bon Voyage

Written on the departure of a friend sailing for Japan.

MRS. EILEEN PECK CLINE, *Los Angeles*

O, do not say as Byron did,
 "My native land, good-night,"
 Nor turn for one last glimpse of her
 As you draw out of sight
 Of her long shore-line and the gleam
 Of a quickly setting sun,
 And wish your voyage at an end
 Before it is begun!
 For people here, there, everywhere,
 Are naught but people still;
 Good friends are good in Timbuctoo,
 Los Angeles or Mill;
 New things must have their place as well
 As old things sere and mellow;
 The summer's green is loveliness,
 And so is autumn's yellow.
 And though you leave the setting sun
 At parting from the West,
 You will meet the Land of the Rising Sun
 As a loved and honored guest.

Four Great C. T. A. Meetings

CALIFORNIA Teachers Association, through four of its six sections, held a notable series of distinguished conventions in December. The **Southern** section convention at Los Angeles was under the direction of President Frank A. Henderson of Burbank and Executive Secretary F. L. Thurston.

The **Central** section meetings at Fresno, Visalia, Merced, and Bakersfield, were guided by President May R. McCardle and Secretary Louis P. Linn, both of Fresno.

President Edna H. Young of Santa Cruz, and Secretary Thomas S. MacQuiddy of Watsonville, capably managed the **Central Coast** section meeting at Santa Cruz. A particularly valuable feature of the Santa Cruz sessions was the intensive courses of University grade and for which regular university credit was given. These courses dealt with practical school problems and were largely attended.

The **Bay** section meeting in San Francisco was under the leadership of President Mabel R. Ellis and Secretary E. G. Gridley. A feature of the general session programs (held in the Exposition Auditorium) was their broadcasting of station KPO under the direction of Paul Pitman, educational director of the Pacific School of the Air. Thousands of parents and interested citizens listened to illuminating lectures on practical school problems by leading school men and women of America.

These great educational meetings brought together 35,000 school people, parents, and interested citizens, and were consistently marked by high levels of group discussion, teacher participation, progressive instruction, and constructive inspiration.

Much attention was given to the **urgent needs** of California public schools and definite action was taken at each convention favoring the Buck retirement plan; favoring adequate tenure legislation; opposing any extension of the state printing of school-books, and urging the creation of a state public school equalization fund.

Among the **distinguished speakers** were,—Dr. Willis A. Sutton, president of the N. E. A.; Vachel Lindsay; Clare Soper of London; Lorado Taft; Honorable Vierling Kersey; Dr. Joseph Marr Gwinn; Mary Agnes Doyle of Chicago; Dr. Boyd H. Bode; Dr. Frank Bohn; Dr. Samuel W. Grafflin; Dr. Hughes Mearns; Dr. Raymond G. Gettell; Florence Hale of Maine; Cameron Beck of New York City; Mrs. Hugh Bradford,

president of the National Congress of Parents and Teachers; President Tully C. Knoles, College of the Pacific; Brother Leo of St. Mary's College; Dr. Olga Bridgman, and many others.

Hundreds of **group discussions** and conferences made these meetings of optimum value to every class and type of school worker.

Frequent reference was made to the forthcoming summer meeting of the N. E. A. at Los Angeles. Already many committees and groups throughout the state are hard at work on programs which look forward to active participation in the Los Angeles convention. At that time 45,000 school people from all parts of the United States and the world will convene in the Queen City of Southern California.

* * *

Los Angeles County Superintendency

ARCHIE R. CLIFTON, superintendent of Monrovia schools, was recently unanimously elected by the Los Angeles County Board of Supervisors, to succeed H. S. Upjohn, whose resignation from the county superintendency becomes effective April 1.

Mr. Clifton has been prominent in the California Teachers Association and in state educational circles for many years and is widely known as a talented administrator. His host of friends rejoice in his acceptance of the new and larger responsibility.

Mr. Clifton was born at Muscoda, Wisconsin. He received his early education at the White Water State Normal School in Wisconsin, at



A. R. Clifton of Monrovia



H. S. Upjohn of Los Angeles

Beloit College at Beloit, Wisconsin, and later graduated from the University of Wisconsin.

After leaving college Mr. Clifton taught school in Wisconsin. He came to California in 1912, locating in Los Angeles, and in 1913 was appointed principal of the high school at Monrovia. In 1918 he was made superintendent of the Monrovia schools.

The new head of the Los Angeles County school system, **largest in the world**, has always been active for the betterment of the schools and in civic affairs of his community. During 1930 he was president of the Monrovia Kiwanis Club and this year is district trustee of the organization. He is married and has a family.

H. S. Upjohn, who has been the county superintendent of schools since July, 1929, stated in his resignation that it has become increasingly apparent for a number of months past that he must arrange for a prolonged rest. He and Mrs. Upjohn plan to go to England, where they will spend considerable time in educational research work, before making a tour of the continent.

Additional Bay Section 100% Schools (see page 63), are: **Santa Clara County**—Encinal.

Sonoma County—Burnside, Cotati, Coleman Valley, Del Mar, Dry Creek, Dunham, Geyserville Union Elem., Horicon, Lake, Litton, Stony Point, Windsor.

Southern Section Honors

Schools having 100% membership as of January 19, 1931. The numbers indicate number of teachers.

Los Angeles City

Florence Avenue, 19; Graham, 29.

Los Angeles County

Long Beach City, 1131.

Pasadena City: Altadena, 20; Cleveland, 18; Columbia, 6; Fremont, 10; Garfield, 10; Grant, 14; Hamilton, 14; Junkero Serra, 17; Willard, 22; Marshall Junior High, 75; John Muir Technical High, 64; South Pasadena Elementary, 117; Whittier, 76; Covina, 62; Newport Harbor Union High, 12; El Monte Union High, 28; Bonita Union High, 20; Clearwater, 24; La Canada, 11; El Monte, 42.

San Diego County

National City, 35; Lakeside, 10; Libby, 1; Vista Union, 13.

San Diego City: Central, 17; Emerson, 16; Encanto, 4; Benjamin Franklin, 8; Garfield, 25; La Mesa Heights, 3; Lincoln, 22; Loma Portal, 7; Ocean View, 4; Sorrento, 1; Washington, 19.

Ventura County

Piru Elementary, 4. Ventura City: Sheridan, 6; Plaza, 8; Washington, 18.

Riverside County

Thermal, 7; Val Verde, 3.

San Bernardino County

Colton Union High, 19; Victor Valley Union High, 11; Alta Loma, 6; Amboy, 1; Apple Valley, 1; Bagdad, 1; Big Bear Lake, 3; Bloomington, 12; Central, 3; City Creek, 1; Cucamonga, 10; Del Rosa, 4; Etiwanda, 5; Fairview, 1; Harper Lake, 1; Highland, 8; Hinkley, 2; Kelso, 1; Kramer, 1; Lake Arrowhead, 2; Lanfair, 1; Lucerne, 1; Midway, 1; Mission, 6; Mojave, 1; Morongo, 1; Mt. View, 4; Oak Glen, 1; Oro Grande, 3; Pass, 1; Phelan Union, 1; Piedmont, 4; Pioneer, 1; Summit-Summit, 1; Terrace Union, 3; Todd, 1; Trona, 3; Victor, 11; Warm Springs, 3; Yermo, 2.

Santa Barbara County

Evening High, 3; La Cumbre Junior High, 34; Junior High, St. Barbara, 39; Franklin, 22; Garfield, 10; Harding, 11; Lincoln, 15; McKinley, 8; Peabody, 6; Roosevelt, 14; Wilson, 14; Washington, 3; Kindergarten, 11; Administrative, 10.

Santa Barbara County

Artesia, 2; Ballard, 1; Betteravia, 3; Bicknell, 2; Cold Spring, 2; Cuyama, 1; Garey, 2; Hope, 4; Jalama, 1; Lynden, 1; Montecito Union, 11; Orcutt Union, 12; Pleasant Valley, 1; Rice, 1; San Julian, 1; Suey, 1; Tepusquet, 1; Vista Del Mar Union, 2; Wasioja, 1; Emergency Schools, 1; Olive, 2.

Imperial County

Westmorland, 10; Eastside, 3; El Centro Elementary, 47; Holtville Union High, 13; Imperial Union, 17; Imperial Union High, 12; Central Union High and Junior College, 29.

C. T. A. Northern Section will hold its 1931 institutes and convention on **December 16, 17, 18**. Heretofore sessions have always been held during the month of October. It is planned to carry out the entire institute with the conference method.

Water

A UNIT OF WORK IN THE SIXTH GRADE

By ADELE M. OUTCALT, *Principal*

Carried on by Miss Jean McBride and Mrs. Margaret Willets, San Diego City Schools.

THE importance of water in any community is great, but in Southern California it is paramount. The growth of any city in this semi-arid region goes hand in hand with, and is dependent on, the development of water.

Children of the intermediate grades, more particularly of the sixth, can gather valuable information, much of it at first hand, from the study of their local water system and they will gain an understanding and appreciation of the problems which had to be solved in connection with its development.

To trace the water from the distant mountain tops to the tap in the kitchen sink is a fascinating study to young people, at least so the pupils of two 6A grades found it at Garfield School during the last semester.

One class had been studying forestry and in connection with this study had made a relief map of the Laguna Mountain Forest Area. This led to the study of the surrounding country; the desert to the east, the fertile valleys and the foothills to the west. The problem of the contrast between the two regions arose.

Climate, rainfall, drainage, and water sheds came into the study. Two leading questions had to be answered—"Why do we have to have dams in San Diego County?" and "Why are they located where they are?"

Facts studied about the climate and precipitation helped to solve the first question and a study of the topography and distribution of rainfall contributed to the solution of the second.

Only a few of the children had seen any of the dams of the county, so it was decided to visit two of the most accessible reservoirs. Before starting on the trip, each child was given a paper with mimeographed directions and questions covering the trip. In this way observation was directed and stimulated.

Upon the return from one trip, the children did not agree as to their interpretation of certain observations. Another trip was made with a smaller group to secure more accurate information. Through the courtesy of Mr. Savage, hydraulic engineer of San Diego, the pupils were shown

many details of the dam not usually seen and the construction was thoroughly explained.

Soon the walls of the school room were covered with large pictures of the various types of dams; gravity arch type, multiple arch, buttress or hollow type, loose rock fill, etc. Information was secured by the pupils writing to the city water department.

Maps, folders, monographs were put at the disposal of the class, and teacher and pupils studied the material together. The fact that the teacher knew very little about the subject to begin with was an incentive rather than an obstacle.

PUPILS who had made the forestry map now wanted to make a relief map of San Diego County showing the location of the various dams. Two sand tables were joined for larger space and buckets full of adobe and sand were brought in. With the map on the wall constantly before them, a relief map was constructed to scale.

When the surface was dry enough, it was painted with calimine paint; the mountains brown, the valleys green and water courses blue. Tiny markers were placed beside each dam and on the more prominent peaks. Proud indeed were the little engineers who were permitted to show their knowledge of the water systems by tracing for a visitor the water from the farthest dam in the mountains to the storage reservoir in the city.

Water and Health

The other class took up the question of water in connection with health. The importance of pure water was emphasized and the question of what constitutes purity in water was considered. All this led naturally to the inquiry of the source of our water supply.

From a trip to a nearby pumping station the children learned that the water stored there had traveled a long distance from the storage



Self-activity in an excellent school project

reservoirs. A study of conservation was now taken up together with a study of climate and rainfall. Maps of the county were consulted, nearby dams were visited and the project from now on was carried on much as by the other class.

However, this class became more interested in the types of dams and the engineering problems connected with the construction. They decided to build a dam and reservoir of their own which would hold water.

The first attempts were made of clay and small boards, but these were not successful. Finally the children hit upon using wood-forms and concrete in making a model. A plan was made and followed. Two sand-tables were hooked together and the work was started.

A small concrete gravity-arch-type dam was built of solid and re-inforced concrete. The dirt back of the dam was shaped out to form a reservoir surrounded by mountains. The inside of the reservoir was cemented and when full held 12 buckets of water.

A small valve was built near the span and the water, due to its own pressure, was forced out of the lake through a conduit to a reservoir. At the other end of the sand-table the children built a miniature reservoir, pumping and distributing center like the one they had visited. Thus in a small area, these young engineers were able to bring water from a water-shed area and distribute it to the miniature city.

The Engineer Comes

The red letter day for the two projects was a visit from the hydraulic engineer, Mr. Savage, who was invited to see the work. Then "Little Engineer" stood beside "Big Engineer" and heard him say "very good."

To complete the project both classes took up the study of the history of the water development in San Diego. Again literature from the water department gave much desired information. The history of San Diego by Smythe was of great help.

So much interest was manifested in this study that it was decided to **dramatize the story** and present the play in the auditorium for the closing exercises. Both classes joined in this project. The little drama began with a scene depicting the Indians at their water hole performing rites to invoke the powers above to give rain.

In the next scene the Spaniards were seen asking the Indians to give them of their water. A street scene in old San Diego showing a town pump which derived its water from a well was acted out. The scene was made realistic by a hose concealed in the pump. The last act rep-

resented a celebration held when the first water was brought into the city from a distant dam. A street parade and speeches from leading citizens of the time were part of this closing scene.

We believe that the outcomes of the unit were very satisfactory. The academic subjects were closely bound up with the projects; there were numerous oral and written reports; copious reading material had to be gone over and some arithmetical problems were connected with the construction of the map and the dam.

The study of dams led the children to investigate Roman aqueducts and other foreign waterways. We think that the children derived from this study not only valuable information, but an appreciation of civic undertakings which will contribute to their development as citizens.

* * *

Fantasia

DOROTHY E. FRANKE, Grossmont

I HID in a calyx yellow
And tagged the rain in a bow,
I sang from a peak in the heavens
And crooned in lush valleys below.

I spun sun-shafts over the wood-path
And bathed in the dust of a star,
I skied on a molten sunbeam
And flung verdant meadows afar.

I tore away night's satin darkness
And twittered myriad matins of song,
I garnished earth's garden with seedpearls
And blushed in the miracle dawn.

I pilfered diamond points from the sea spray
And was born anew of its foams,
I swung in its sendal cradle,—
And forsook it for blossom homes.

I lilted from the throat of the skylark
And laughed from a girl's amber eyes,
I frolicked afiel with the jonquils
And kissed the wind as it sighed.

I drew night's garments closer,
I was weary of dalliant art;
So I cut a sickle of moonlight,
And dreamed in a woman's heart.

* * *

Wind - Blown Stories, by Ethel and Frank Owen, illustrated by George T. Tobin, is published by the **Abingdon Press**. It is a lovely story-book for children, with restful typography and happy pictures. \$2.00.

Sea Rovers

A Unit on Seamen, Pirates, Buccaneers, and Privateers Who Sailed the Spanish Main

*Planned for a sixth grade class. The unit
will take about six weeks.*

PHYLLIS WEARNE, *La Crescenta School*

A lead unit with its major aim to make certain sea roving characters attractive and picturesque in order to arouse a keen interest in exploration and colonization in the New World.

OBJECTIVES

1. To develop an interest in and knowledge of the district (especially in the New World), infested by pirates and buccaneers, and in exploration and colonization in the New World (as a forthcoming unit). Other units which could easily grow out of this one on Sea Rovers might be on ships, trade, the West Indies, Panama, Mexico or Spain.

2. To arouse a keen interest in certain explorers and discoverers who, too often, are merely historical characters, by helping children catch the daring, adventuresome spirit of the sea rovers, both good and bad, who sailed the Spanish Main, and to help them to catch vividly the spirit of the age in which these men lived.

3. To give children a knowledge of reasons for piracy, buccaneering, and privateering especially in the region around the West Indies and Panama, including knowledge of Spain and her relation to the rest of the world, particularly to England, France, Holland, China, and the New World.

4. To help children realize that every age (even our own) has a certain amount of lawlessness, that this is detrimental to the individual and to his country, and that the glamour about pirates is due to their daring and picturesqueness rather than to any qualities which are really worth-while.

SITUATIONS IN WHICH THE ACTIVITY MAY ARISE

Because of its picturesqueness and because of the fascination which piracy has for every boy, one is not apt to encounter many difficulties in launching a unit on Sea Rovers. Interest may be aroused by reading or telling pirate stories to the children (perhaps an episode from Stevenson's "Treasure Island" or from Pyle's "Boy's Book of Pirates"), by displaying a pirate flag "Jolly Roger" (made by pasting a white skull and cross-bones on a black background), a cutlass or some other weapon, or by placing pictures of pirates, Spanish Galleons, etc., around the room.

It might also arise through clippings or discussions (perhaps during newspaper reports) of

Chicago gunmen, racketeers, liquor traffic, smugglers, etc., out of which the idea can be developed that there have always been lawless people in every day and age, and discussing the types peculiar to various periods and places, thus leading to pirates, buccaneers, and privateers of especially the 16th, 17th, and 18th centuries.

The occasional newspaper articles about Chinese pirates reported on or displayed in the classroom might be utilized, or the discussions of explorations, particularly of Byrd which are so common could easily lead to talk of other explorers and contrasts made between Byrd's travels and discoveries and those of other and earlier rovers.

Another very logical way in which the unit might develop would be from the study of the Middle Ages in A6 in which one could bring out the fact that the causes of the decay of feudalism (discovery of gunpowder, exploring and traveling, trade, etc.) were also causes of the rise of piracy and sea roving. Interest might also develop through sea trips that some of the children may have taken. One of the boys in our class took a trip last winter with his parents through the Panama Canal, around by the West Indies, and up the eastern coast (to Washington for Hoover's Inauguration).

This would be a wonderful lead for us as we could start our discussion from his remarks about Panama and the West Indies. Interest might develop in some cases (this would probably appeal to more advanced students who failed to respond to the more picturesque leads) through the recent tariff bill which might lead to a discussion of policies other countries have had in regard to trade, especially emphasizing Spain and her early policies in the New World. The unit can arise in innumerable ways, if you watch for natural leads.

ACTIVITIES

a. Entire Class Activities

Collecting information and gaining enough knowledge to make a frieze depicting the most important aspects of sea life and sea rovers (perhaps by a series of individual pictures showing different stages and scenes, or by showing the whole story of one particular sea rover, probably Drake, who came in contact with practically every phase of sea life in his adventures).

b. Group and Individual Activities

1. Learning about the different kinds of sea rovers. Finding out how piracy originated; the differences between pirates, buccaneers and privateers; the meaning of the term "buccaneer" and how it originated; who "Privateers" were.

2. Collecting materials. Finding as many poems, stories, books, pictures, characteristic weapons, articles of wearing apparel, etc., of pirates as possible. Visiting Los Angeles City Library to see the wealth of books and also the Pirate display in the case in the Children's Room.

3. Reading many stories, books, and poems of sea and pirate life (see Bibliography). Studying charts and logs left by buccaneers.

4. Finding out things typical of pirates such as **how they dressed** (belted doublets, hose, sandals, etc.), what their flags and emblems were like (and making a "Jolly Roger") and what kinds of weapons they used (perhaps making cutlasses, etc., of wood).

5. Finding out about the various kinds of **ships and boats** used by sea rovers as: galleons, caravels, Viking ships, brigantines, barques, proas, frigates, corvettes, and skiffs, and why the buccaneers preferred barques to the clumsy and unseaworthy Spanish ships.

Finding out the difference between a man-of-war, a merchant ship, and a "fisherman". Learning the characteristics of Viking, English, Dutch, Spanish, and Portuguese ships of the 16th, 17th, and 18th centuries.

Finding out how, when, and where sea rovers' ships were careened and repaired. Learning the parts of a sailing vessel as hull, decks, galley, hold, mast, rudder, types of sails, etc.

Finding out where the galley, cabins, etc., were located and where freight was carried. Finding out about how distance on water is measured, how depth is sounded, the effect of tides, winds, and storms. Learning about such things as straits, coral-reefs, harbors, and light-houses.

Becoming familiar with sea terms as knot, fathom, league, starboard, larboard (port), careen, rigging, tack, etc. Making some of the most typical ships—a Spanish Galleon or a Buccaneer's Barque. Finding out about how the compass was discovered, made, and used.

6. **Dramatizing** the life of sea rovers during the Golden Age of Piracy.

7. (a) **Organizing class like a pirate crew.** Finding out the duties of various officers and men, the order in which they rank, and how the officers were chosen and deposed from office, then letting the class organize with captain, quartermaster, mates, helmsman, doctor, carpenter, gunners, sailors, and cabin boys. Going through ceremony of making the elected class member captain.

(b) **Drawing up a set of "Articles"** or rules similar to those used by sea rovers. Finding out the rules followed in regard to the right to vote on questions arising, the order in which members boarded vessels which were attacked, gambling on board, lights out, care of weapons, women on board, punishments for various offenses, settling quarrels between members of the crew, and breaking up the way of living; then drawing up a set of "Articles" for the class.

(c) **Holding pirate councils.** Finding out the sort of things decided in these councils. Holding some to decide where to go and why; what ships to attack and why ships of one country rather than another; how to punish some offending member of the crew—whether to maroon him, put him to the sword, make him a slave, or have him walk the plank; what tricks to use

—(sailing under a false flag, etc.), and what methods of attack to use (as direct attack, fire-ship, boarding the vessel) in attempting to capture a gold laden Spanish Galleon; whether to burn or sink a captured ship; what to do with captured prisoners; how to dispose of stolen cargo; whether or not to take advantage of a pardon offer or a chance to buy a pardon and go back to a normal life.

8. Finding out **kinds of food** eaten by sea rovers—pork, salt beef, fish, tortoisés, etc., and how this was secured and prepared. Finding out when and where these people ate and slept, how they acted toward each other and toward strangers, and how they entertained themselves. (The unpleasant side of pirate life should be noted.) Learning and singing pirate and sea songs. Contrasting life on a pirate or buccaneer's barque with life on board Magellan's or Columbus' ships.

9. Finding out **what sea rovers gained** (including the "division of spoils"). Finding out how wages were obtained (pirates and buccaneers "No Prey—No Pay"). Privateers supported by governments or private individuals, and how portioned out—how much to captain, quartermaster, carpenter, surgeon, men and boys, how much for various kinds of wounds, and how much taken out for provisioning and other expenses; then let class "crew" draw up an agreement for the distribution of spoils. Finding out what certain more worth-while sea rovers as Columbus, Magellan, or Drake gained from their wanderings, and what they contributed to the rest of the world.

10. Learning **pirate terms** as Jolly Roger, pieces-of-eight, Spanish doubloon, Davey Jones, Locker, Gentlemen-of-Fortune, Brothers-of-the-Coast, Sea-robbers, Free-booters, Filibuster, Spanish Main, give quarter to, Letters of Marque and Reprisal, Contra Banda Goods.

11. **Depicting a Pirate's or Buccaneer's trading post.** Finding out where these were located, what risks they ran, who they were managed by, kinds of goods traded, etc. Having such a post and letting members of the pirate crew bring captured treasure and trade (this will involve changing foreign coins to American money).

12. **Making maps**—pictorial, relief, outline, etc. Finding out the routes taken by various trading ships and by certain famous sea rovers (as Lief Ericson, Drake, Columbus) and tracing them on maps.

Showing, by means of maps, the regions most infested by pirates and buccaneers and explaining by means of the coastline, form, location, etc., why this was the case.

Finding out where certain "hang outs" and "colonies" were, what settlements were attacked or captured, what kind of people they came in contact with, and what waters were popular, and showing these places—such as Jamaica,

C. T. A. headquarters, 155 Sansome Street, San Francisco, is seeking a copy of Sierra Educational News for December, 1909. If you have that number, and desire to contribute it to the permanent file at headquarters, please send it to the above address.

Tortuga, Campeche, Golfo Triste, Puerto Bello, Corsair, Carthagena, Hispaniola, Leeward Islands, Bahamas, Caribbean Sea and Panama—on maps.

Finding out what the ships of various countries carried that the pirates wanted, where they got the different kinds of cargo, and why the sea rovers wanted certain things. (Bring in something of the habits and taste, etc., which were prevalent in Europe at that time and which influenced trade). Showing by means of pictorial maps the products and exports of those places then and today.

13. **Time lines.** Finding out when piracy was first noted, when it was at its height, when certain famous sea rovers lived, when and why piracy, buccaneering and privateering died down, and showing by means of time lines.

14. **Learning about famous sea rovers**—the out-and-out pirates and buccaneers characterized by daring, cruelty, and lawlessness such as Morgan, Roberts, Blackbeard, Kidd, Avery, and Portuquez; and certain explorers and discoverers who sometimes resorted to piracy and buccaneering as Ericson, Drake, Magellan, Esquemelin, Mainwaring, Monson, Raleigh, Hawkins, Columbus, Pizarro, Cortez, and even John Smith.

Finding out about their early lives, why they became pirates, buccaneers or privateers, what kinds of characters they had, what deeds they performed that were or were not worth-while, whether they had happy lives, whether they benefited themselves, their friends, and their country, and whether they had any lasting influence.

15. Writing **original stories**, poems, biographies, diaries and songs about the lives and deeds of these people, and combining them into a book on sea rovers. Keeping a log—perhaps of a trading vessel being terrorized by pirates, or of a trip of Drake or some other explorer.

16. Having a **series of pantomimes** showing fascinating incidents such as the escape of Bartholomew Portuquez from the Spanish ship; Captain Kidd burying his treasure; Columbus being received by the red men; Sir Francis Drake being knighted by Queen Elizabeth after his exploits; or writing a play about some of the explorers. (Something on the "Canterbury Tales" order could be cleverly worked out).

17. **Making large pictures** showing pirates burying treasure, pirate ships or attacks, Spanish Galleons, the fate of the Armada, etc.

18. **Making films** for the still-film machine depicting sea life and sea rovers.

HOPED-FOR OUTCOMES

Knowledge of:

1. Causes of piracy, and especially of the buccaneering of the 16th, 17th, and 18th centuries.

2. The kind of life led by sea rovers—the hardships, risks, practices on shipboard, etc.

3. The part of the world (especially of the new world) that were infested—the occupations of the people, the products, the riches, the coast, who claimed by, etc.

4. Relations between certain European coun-

tries, England, Spain, Holland, France, and their relations in and to the New World.

5. Standards of conduct in those days and among this class of people. Ideas as to duty, citizenship, fair play, bravery, etc.

6. Tariff, duties, rights, shipping and trading policies then and now.

7. Ships of that time.

8. Sea language—pirate and nautical terms.

9. Part harbors play in the life of a sailor, a country, or a place.

10. The discoveries, exploration, and colonization done by some of these men.

Habits, skills, and abilities in:

1. Co-operation, initiative, responsibility, dependability and courtesy.

2. Oral expression.

3. Creative work.

4. Hand work.

5. Map making.

6. Finding material, using index, table of contents, etc.

7. Selecting the worth-while from the poor.

8. Selecting truth from fiction in reading material.

9. Increased skill in reading.

Appreciation of and interest in:

1. Certain characters and the worth-while things they did.

2. Colonization and exploration.

3. The spirit of the age in which piracy prevailed.

4. Certain writings, and in the knowledge and pleasure to be derived from books.

5. Pictures and the stories they tell.

6. The knowledge gained from maps, time lines and similar devices.

7. Certain standards maintained among sea rovers.

8. Realization of the fact that there has always been lawlessness, that its results are detrimental to the individual, his friends, and his country and that, except for his daring and picturesqueness, there is little to admire in this type of person.

* * *

Number Games and Stories, recently published by Houghton Mifflin Company, is a most attractive and useful primary book of 200 pages, with many illustrations in colors.

The authors are **Harriet E. Peet**, research scholar in education, Cambridge, Massachusetts; formerly teacher in the Chicago Public Schools and in the State Normal School, Salem, Massachusetts, and **Frank L. Clapp**, professor of education, University of Wisconsin; author of "Number Combinations: their relative difficulty and frequency of appearance in textbooks." The price is 76 cents.

Teaching Aids in the Primary Grades

CARROLL ATKINSON, *Principal, Fremont School*
San Luis Obispo

REALLY great teaching requires a generous amount of originality on the part of the teacher. A classroom can only too easily revert into a humdrum kind of existence for the average teacher, with group after group passing in and out of her room as the years roll by. The superior teacher, on the other hand, keeps herself abreast of the times by judicious reading and observing. Also through her own contacts with live human little individuals, she creates her own new methods, not only as a help to her proteges but also as a self-satisfier for her own pleasure in seeing a job well done.

One teacher, too modest to be called by name, has spent more than 30 years in classroom work. Each year she works out several new devices to aid her in driving home the fundamentals our educational system requires in the difficult first two years of school life. A few of these devices are here presented as suggestive of successful primary methods, which others in our profession may be able to use in their own classroom activity.

The habit of "Ain't", which grammarians staunchly refuse to admit into good English usage, despite its very general American application, is a speech-habit difficult to break. One effective method is the use of a little poem:

*There was a little boy (girl) who always said
"ain't",
One day he (she) fell into a bucket of paint.*

The teacher recites this poem for the benefit of her first "ain't" cases and its application creates laughter so that soon all the pupils get the idea. Thereafter when the "ain't" slips from any child, his classmates immediately shame him with "Billy fell into the bucket of paint", "Mary fell into the bucket of paint", etc. "Ain'ts" are thus shamed away and become very infrequent. This method conforms with commonly accepted educational psychology inasmuch as the tabooed word is not itself used and does not therefore become directly suggested to the minds of the children.



Mailing a Valentine

As a reminder not to say "I seen," "I done", and other errors of the same family, this teacher impresses her children that words like "seen" and "done" are lame words and that they always have to use crutches. Each word, she explains, has several crutches such as has, have, had, and must always use one of them.

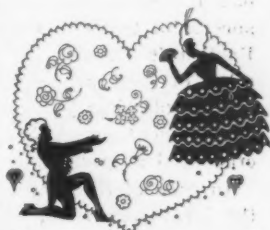
The picture-story of a word crutch, based upon the experience of a child having seen a wooden crutch used for human lameness, is usually effective in getting the proper use of the past participle without the technical explanation that can be used in the upper grades.

Reading is the heart and soul of primary instruction. A desire to be a good reader is very important for the normal child to have. Merely the book and an assigned lesson are hardly sufficient to make the desire so strong that the child will put in the necessary effort for mastery of successful reading technique.

This teacher has visualized in her classroom the struggle for mastery in reading by drawing on cardboard a mountain on which each child in the class is represented by some human figure that can be cut out of a magazine. As the child progresses in his reading, his figure ascends the mountain.

There is keen interest in individual progress as portrayed by the teacher's judgment concerning the child's skill. Occasionally a few children who are backward in their reading development make it necessary to draw another and a smaller mountain so that even these slower ones may show some progress and thus be encouraged. The genuine teacher must always experiment to find out better methods. Devices that may fit one class perfectly seem to have little effect on some succeeding class.

Our profession needs more men and women who can look upon each morning's work with a new and increased amount of pleasure, and in being each day more and more of a humanitarian force in helping shape young clay into future well-worth-while men and women. New ideas act as a tonic in any plan of instruction.



A Valentine

New Salary Schedule for Attendance Supervisors

R. C. BOWMAN, *Supervisor of Attendance and Child Welfare*
Oakland Public Schools

THE Oakland Board of Education has revised the salary schedule for the field staff of the Department of Attendance and Child Welfare, and has placed those people on a teachers basis. The maximum, prior to the adoption of the new schedule, was \$2160.

The salary schedule and discussion of the work of the supervisors of attendance and child welfare, follow:

There shall be three classifications of District Supervisors of Attendance for purposes of determining salary:

Class C—Salary schedule the same as that provided in Schedule I for teachers holding elementary certificates.

Class B—Salary schedule the same as that provided in Schedule I for teachers holding junior high school certificates.

Class A—Salary schedule the same as that provided in Schedule I for teachers holding the secondary certificate.

At the time of employment, the Superintendent's Council shall classify each district supervisor of attendance as A, B, or C upon the basis of experience and qualifications. The classification of any employee in this group may be changed from a lower to a higher rating only upon recommendation of the Superintendent's Council. This recommendation will be based upon training, experience, quality of service, and value to the schools.

Each District Supervisor of Attendance is required to own, maintain, and use in the service of the schools his own automobile. For the service of this automobile he will be allowed \$350 per year compensation for upkeep and maintenance, payable during the ten months of the school year.

Schedule of Salaries—Regular Teachers

| | C Kindergarten and Elementary | B Junior High | A High School |
|---|-------------------------------------|------------------|------------------|
| Two years and less than 3 years experience..... | \$1500 | \$1620 | \$1860 |
| Three years and less than 4 years experience..... | 1620 | 1740 | 1980 |
| Four years and less than 5 years experience..... | 1740 | 1860 | 2100 |
| Five years and less than 6 years experience..... | 1860 | 1980 | 2220 |
| Six years and less than 7 years experience..... | 1980 | 2100 | 2340 |
| Seven years and less than 8 years experience..... | 2100 | 2220 | 2460 |
| Eight years and less than 9 years experience..... | 2220 | 2340 | 2580 |
| Nine years and less than 10 years experience..... | 2340 | 2460 | 2700 |
| Ten years or more experience..... | 2460 | 2580 | 2820 |

This change in the salary schedule for this branch of the educational service has been granted in recognition of the improved quality of work that has been rendered by it, both locally and throughout the state, during the last half decade.

PROBABLY no field of educational endeavor has grown more rapidly in usefulness and efficiency than that of the Supervisor of Child Welfare and Attendance. Ten or twelve years ago he was a "truant officer" appointed from the traffic squad or the constable's office. Today he is a trained worker who has had two years of successful teaching experience or who holds a Bachelor's Degree. In addition to one or the other of these pre-requisites, 15 hours of training of collegiate grade in social work and child development must be completed before the credential is granted.

In spite of the recent additional requirements the ideal supervisor, like the ideal teacher, is born and not made. Training is indispensable,

but the most highly-trained person obtainable, if he lack flexibility and alertness, will fail in his effort to adjust at least 50% of the problems that pertain to securing good school attendance. The sphere of his work is any mental, moral, physical, marital, financial, or educational problem that may bear upon a child's life. His range of contacts lies between the palatial home of the most fortunate family in his district to the ill-kempt hovel of the peon on the water-front.

In 70% of these homes the supervisor is the only representative of the school department whom the parent ever meets. Personality is a prime requisite. No school representative can hold the respect of the children or of the people with whom he associates professionally, unless he is able to solve at least a fair percentage of the problems with which he is confronted. No problem of any consequence can ever be solved, if the person doing the work is unable to enlist

the good-will of the family to which the service is rendered.

Case work in which a change of attitude is not eventually achieved, may be written down as a failure. An exception to this, of course, would be the home in which the parents are so mentally or socially disturbed that institutional or foster-home care is the only satisfactory solution.

Desirable personal characteristics of the supervisor of child welfare and attendance are,—intelligence, alertness, tact, capacity to grow in knowledge of human nature, and decisiveness of manner for situations in which other measures have failed. Given these attributes he can do an average piece of work. But equip such a person with a knowledge of social case work, a fairly thorough knowledge of personality deviations and their causes in children and adults, and a brief training in social jurisprudence and record-keeping, and the service that he can render to the childhood of the community will be immeasurable.

The superintendent will see the value that such a member of his staff can be to the schools. The person who contacts the home on its threshold will encounter and be able to correct wrong impressions that are the potential breeding-grounds of future community disturbances. No other worker in the schools can have his finger quite so closely on the public pulse.

The welfare of the child is the prime objective of all compulsory education work. The maintenance of the financial support of the school which serves the child, is scarcely of secondary importance in the thinking of the administrator. Each day of absence of an elementary school pupil costs the district 30 cents in state and county aid. Each day of absence of a secondary school pupil costs the district 45 cents. These approximate figures will vary slightly in the different districts.

1552 cases of truancy were handled by the field staff of the Oakland Public Schools in 1929-30. If the 10% of these cases through the home contacts and counseling of the supervisors were prevented from becoming chronic truants and subsequent institutional cases, then in terms of salvaged potential statistical units the Oakland Public Schools are enriched to the extent of approximately \$6000 annually in salvaged material alone. Truancy, furthermore, is not the most prolific of the variety of preventable drains on the school resources through lost A. D. A.

During the period of epidemic the field staff gave special attention to all children under care or observation; returning to their homes those who had not been officially released by the

Health Department and urging the earliest advisable return of those who had.

* * *

Winging

T. S. MACQUIDDY, *Watsonville*

FLOWERS fill bowls with honey,
Add cups of dew for wine,
And invite the humming-birds
To airy boards to dine.

Larks pour out their songs,
A flood of vibrant glee,
And soaring on they sail
A sea of melody.

Whispers of Spring from northland
And its shores of ocean mist
Call the feathered lovers
To the wind ways for their tryst.

Dreaming, in fabrics of fancy,
Of tower and fame and song,
A youth in spirit wings
To when he's a builder strong.

And cavemen by murmuring waters
And shepherds 'neath starry sky
May have flown to us in their vision
As we to the future fly.

* * *

A national survey of the education of teachers has been launched in the U. S. Office of Education. An appropriation of \$200,000 has been made for the study, which will require three years. One million copies of a questionnaire will be used.

This is one of three great national surveys which the Office of Education has been asked to make in recent years. The survey of land-grant colleges and universities has just been completed. The national survey of secondary education, a study of the nation's 20,000 high schools, is now under way.

* * *

Gregg Publishing Company announces the appointment of Harry Collins Spillman as director of educational service. He has an international reputation as author, educator and speaker. To a long list of appearances before outstanding educational and business audiences in America he recently added a successful speaking tour to Europe, Asia, and Africa. In connection with his regular platform engagements, Mr. Spillman will be available for addresses before schools and colleges as a special feature of Gregg Service.

The Valentine Spirit

CLARICE PHILLIPS, *Band Instructor,
Woodrow Wilson School, Gridley*

The mother of a kindergarten boy is visiting the kindergarten. Here is her monolog with her friend Josephine.

HELLO, Josie! I am so glad you came to visit the kindergarten this morning, too! I've hated to go in alone. Let's go in to the back of the room where we can see everything and not bother Miss Bauer."

"Oh! there's the post office Jimmy has been telling me about at home! See, Josie, they've used only two ordinary kindergarten tables, with laths nailed to the sides, to make the top frame-work. And they've covered it all with wrapping paper.

"There's the stamp window, the letter drop, and a larger slot for parcels. On this side with black crayon they have squared the paper wall off for boxes with numbers. I can realize now what work this has been, and understand exactly why they had their excursion up town to the post office several weeks ago."

"There's even a little telephone inside on the table—and the postman has a cap made of wrapping paper and a mail-bag of the same—both lettered in black. Can't you just see them mailing letters and receiving them?"

"Yes, that is why they have it now—so the Valentines may go through their post office. Each Valentine must be addressed or it cannot be delivered. Jimmy says they made some Valentines, simple ones of course, and sent them to a hospital in San Francisco.

"Those 'Spark Plugs' have taken your eye, haven't they, Josie? You know those were made from old inner-tubes, cut out, sewed together, stuffed and painted by the youngsters. The yellow color for 'Sparky' makes the eyes, nose and halter of the dark paint show well. And isn't that a clever little touch to glue a gingham patch on 'Sparky's' blanket!"

"Oh, isn't that the cleverest border of hearts along the wall!—a red one and a white one, a red one and a white one, all overlapping. No doubt each youngster can point to the one he made."

"And Josie, do see those clever red Valentine dolls—just twists of crepe paper, cardboard hearts for heads and perky faces painted on

them. We could do those but it's the idea of thinking of them. If we had only had these things when we went to school!"

"See, they have a lovely fireplace, fire benches, a piano and phonograph, a soft colorful rug—and don't those big boxes of building blocks make you want to sit Chinese fashion on the floor and build, and build? Their little doll beds and dishes are certainly nicer than many of them have in their homes."

"Isn't that the prettiest chain of bluebirds with hearts in their bills. Bluebirds, you know,



Valentine-making in a Happy Kindergarten

always bring happiness—but, Josie, what have you brought in that bag? Cookies? Oh, how lovely!—just the thing to add to their Valentine party. Let's take them up now. Jo, you are the most thoughtful person, but not one of us can show enough appreciation for the wonderful work being done with our youngsters."

* * *

100% C. T. A. Schools, Kern County, 1931

1-Teacher Schools—Garlock, Greenhorn, Mount Owen, Old Paleto, Ordena Migratory, Panama Migratory, Poso Flat.

2-Teacher Schools—Buena Vista, Preventorium, Rio Bravo.

3-Teacher Schools—Norris, Panama.

6- or more Teacher Schools—Delano Union.

High Schools—Delano Joint Union; McFarland Branch (K. C. U. H. S.); Stoney Brook Branch (K. C. U. H. S.); Taft Union High; Tehachapi Valley Joint Union High.

Total membership: To date—January 15, 1931.
Rural elementary schools.....387
High schools151
Bakersfield city schools.....181

Total to date.....719

* * *

J. E. Buckman, Tulare County superintendent of schools, reports that his office and field force is enrolled 100 per cent in the California Teachers Association for 1931; furthermore, that the schools of the county also show very high enrollment. Hearty congratulations to the teachers of Tulare County!

Western Association of Colleges and Secondary Schools

AT the instance of President Ernest C. Moore of Los Angeles two conferences have recently been held at which a program was outlined for the next meeting of the Western Association of Colleges and Secondary Schools, and consideration given to broader phases of the Association's projected activities.

As an outcome of these deliberations, and with the approval of Superintendent Kersey, the President is calling the annual meeting of the Association for Friday morning, April 10, which is the day immediately following the final session of the High School Principals Convention. The place will be determined by the selection for the Convention.

Two main topics for report and discussion are outlined as a basis for the Association's program: the first topic pertains in general to the curriculum, specifically to an investigation and report on the status of college board entrance requirement subjects; the second pertains in general to administration, specifically to an appraisal and report on secondary and collegiate experiments that may point the way toward better articulation.

The membership of the Association now comprehends the leading public and private universities, colleges, junior colleges, state teachers colleges, high schools and junior high schools of the State.—A. J. Cloud, Secretary; San Francisco School Department.

Second Anglo-American Music Conference at Lausanne, July 31-August 6

TWO years ago a meeting of school music enthusiasts proposed a conference to meet in Europe every other year for a discussion of music education problems of the English-speaking peoples.

This resulted in the Anglo-American Music Conference at Lausanne attended by a number of California school musicians and voted a magnificent success by all who were there. A permanent organization was made and a program which has just been announced worked out for the second conference to meet this summer.

Morning sessions are to be devoted to lectures and floor discussions on choral music, eurhythmics, music appreciation, and international aspects of music.

Sectional meetings from 4:45 to 6:30 each day will consider more specialized topics. A panel of specialists will be available for advice throughout all the sessions. Afternoons are free for sightseeing trips and concerts are scheduled for the evenings.

Among the tours which make this conference an objective is the Fifth Summer School Abroad of the College of the Pacific, a fine arts tour headed by DeMarcus Brown, Director of the Little Theater, and C. M. Dennis, Dean of the Conservatory.

Other attractions are the Salzburg Festival and the Wagner Festival at Bayreuth. The tour covers nine countries including the extension to Italy, with a greater part of the time spent in the musical and dramatic centers of Germany.

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School Books and Others

Teachers are invited to contribute brief notes concerning literature that has been especially helpful to them in the course of their work or their leisure.

A California Journal

ROY W. CLOUD

"Up and Down California", The Journal of William H. Brewer. Edited by Francis P. Farquhar. Yale University Press.

IN 1860 the California legislature decided that a state geological survey should be made. Surface mining was on the wane. Quartz mines were being developed. In order that some knowledge of the state's mineral resources might be had, an appropriation was voted and preparation for the work was started.

Josiah D. Whitney, a Yale graduate, was selected to head the undertaking. William Henry Brewer, professor of chemistry at what is now Washington and Jefferson College, Pennsylvania, was chosen as field head of the survey.

Dr. Brewer came to California in 1860 and remained until 1864. He traversed the state from north to south and from east to west. He visited the prominent families. He surveyed the mountains, the valleys, the coasts, and the

streams. He measured the heights of the mountains and gave names to many of the towering peaks of the Sierra and other California ranges.

His journal tells of many of the towns of California as they were in the early '60s. His style is fascinating and he was a keen observer.

After finishing his work here Dr. Brewer was called east as a professor in Sheffield Scientific School at Yale. Here his influence was marked until long after his retirement in 1903.

Francis P. Farquhar, the editor, is a San Franciscan and is editor of the Sierra Club Bulletin. *Up and Down California* is a large book of 600 pages and is priced at \$6.

* * *

Sergeant York, Last of the Long Hunters, by Tom Skeyhill, authorized biographer of Alvin C. York.

This story of Sergeant York is far more than the story of bravery in battle. Many earlier mountaineers pass through these pages, including Old Hickory, Boone, Crockett and Houston. Redskins, redcoats, muzzle-loaders, feudists, "beeves" and turkey shoots all figure prominently in this story.

This book is highly recommended for use as a supplementary reader for the seventh and eighth grades, for school or classroom libraries, and for reading circles. Published by John C. Winston Company, Philadelphia.



Basin, Goldstone

Greek women gathering apples. A drawing by a 15-year-old high school girl, from a mixing bowl of the fifth century, B. C. This art work, in a Saturday morning class at the museum, was an organic part of a class study of Greek life. Courtesy Progressive Education, an article on the museum and the schools, by Marion E. Miller.

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Gillis and Twain

ROY W. CLOUD

GOLDRUSH Days With Mark Twain" by William R. Gillis, with introduction by Cyril Clemens, has come from the press of Albert and Charles Boni, New York.

The stories vividly portray California life during Civil War days, when Mark Twain was a reporter and writer in the gold-fields of this state and the neighboring state of Nevada. William Gillis was one of Twain's closest friends and as an old man has brought together many of the incidents which filled the great humorist's life and gave him ideas which he later capitalized and wove into romance.

Admirers of Mark Twain will find much of interest in this volume, which is listed at \$4.

* * *

Instructional Tests and Chapter Tests for a First Course in Algebra, by Leonard D. Haertter, head of the department of mathematics, John Burroughs School, St. Louis; and co-author, the Engelhardt-Haertter Algebras. Published by **The John C. Winston Company**, Philadelphia. List price, 56 cents. Teachers manual with answers for above, 20 cents.

This new workbook provides a complete testing program for use with any modern first-year

algebra. The tests are diagnostic in character and are designed to reveal individual weaknesses, so that the necessary remedial work may be applied by the teacher.

There are both Instructional Tests on the separate skills, and Chapter Tests on the units, where these skills are combined. Thus, weaknesses are detected when the difficulties may be readily removed and before the wrong procedure has had a chance to become strongly fixed.

The tests are objective and easy to score—every answer is either entirely right or entirely wrong. Incidentally, provision is made for the student to score the results of his work.

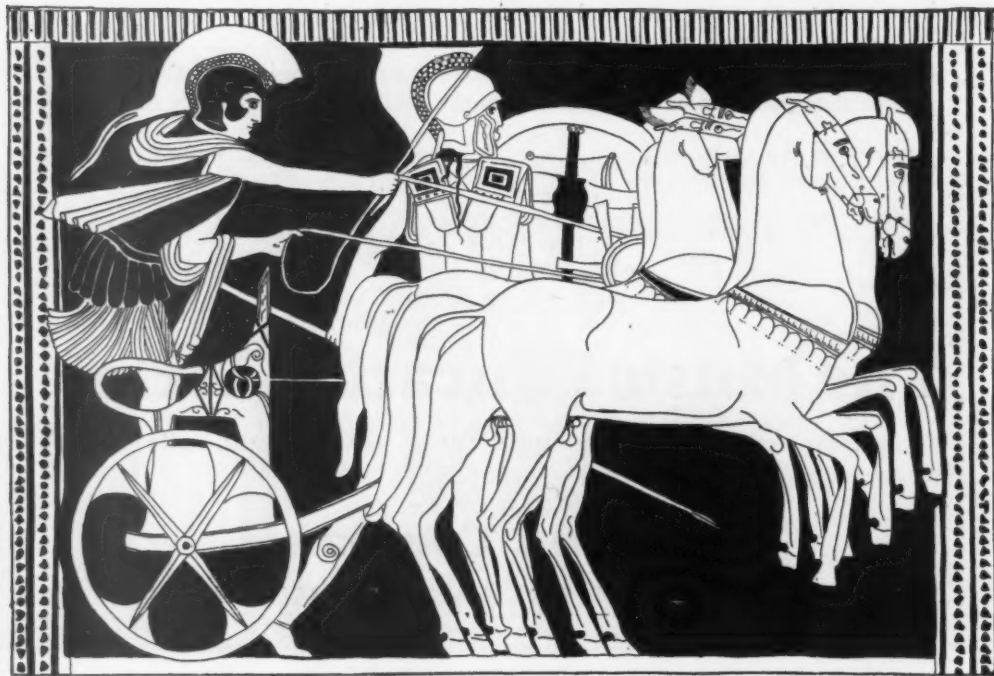
Material of this sort is bound to save the teacher's time, and this particular workbook seems doubly valuable because it is not overloaded with non-essentials. Moreover, if the tests are given faithfully, and followed by the necessary remedial work, they will improve instruction almost as a matter of course. The Teachers Manual contains detailed suggestions for use with various plans of instructions.

* * *

Tehama County 100%

ALL schools of Tehama County have joined A. C. T. A. at this time.

Following larger schools are 100%. Two teachers: Antelope, Capay, Dairyville, Moon, Oak Park, Richfield; three teachers: Cone, Manton, Vina; larger schools: Corning, Gerber, Los Molines High, Red Bluff High.—J. D. Sweeney, Superintendent, Red Bluff Public Schools.



Greek warriors and chariot, from a vase of the fifth century, B. C., as drawn by a high school girl as part of a class study of Greek life. Courtesy Progressive Education, an article on the museum and the schools, by Marion E. Miller.

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SAN FRANCISCO—PHELAN BUILDING

Important C. T. A. Notice

To Members of California Teachers Association:

BECAUSE of a conflict between the Articles of Incorporation and the Corporate By-Laws of the California Teachers Association, it is necessary to have the assent of more than 50 per cent of the members to a change in the Articles of Incorporation to make them conform with the By-Laws.

When California Teachers Association was incorporated, the Articles of Incorporation specified that the dues should be \$1 per year and that a life membership could be secured by paying 15 years dues in advance. A number of years ago all of the Sections of the California Teachers Association voted unanimously to raise the dues of the Association to \$3 per year. The term of life membership was raised from 15 to 25 years, payable in advance.

Every member of the Association who has not already done so, should sign the "assent of members" which is part of this notice. Clip it from the magazine and return it **at once** to 155 Sansome Street, San Francisco. I trust that every member will help in this way. Members who have already signed one of these "assents" should not send in another.

ROY W. CLOUD
State Executive Secretary

Clip, sign and return this form

Assent of Members

THE undersigned, a member of the California Teachers Association, a corporation, organized under the laws of the State of California, hereby assents to and approves the resolution of the Board of Directors of the said corporation, heretofore adopted, to amend Subdivision Sixth of the Articles of Incorporation of said corporation, which resolution reads as follows:

Resolved that subdivision sixth of the Articles of Incorporation of this corporation be amended to read as follows:

Sixth—That there shall be the following classes of members in this Association: Student members, active members, life members and honorary members. Upon the death, withdrawal, dismissal, or resignation of any member, all rights held by such member under his certificate of membership shall revert to the Association.

Signed.....

Address.....

Return to California Teachers Association, 155 Sansome Street, San Francisco

Modesto's New Agricultural Building

B. R. DENBIGH, Agriculture Director
Modesto High School

THE Agricultural Department of Modesto High School has entered their own building which has just been completed, on a lot triangular in shape, of approximately three-fourths of an acre in area.

The building itself will house the entire agricultural department, having a 200-foot frontage and varying from 40 to 62 feet deep. The style and architecture, being early Californian, harmonizes with the main high school building.

Included in the building are 6 rooms and a spacious shop. At the north end is a large room 30 by 40 (with laboratory tables and milk tester), to be used as a laboratory by dairy and horticultural students.

Next, in the center of the building, are two large class-rooms, with accordion doors be-



tween, so that the two rooms may be joined to form a large hall for meetings, gatherings, and Future Farmer assemblies. Each class-room is equipped with a large store-room for books, bulletins, supplies and equipment; thus the class-rooms are open and free to move about in.

A small library accommodates 12 students around a conference-table, should they desire to hold group discussions, special meetings, or study their project work. A large office accommodates the teaching staff, Future Farmer officers, clerical help, and records.

At the southern end is the large shop, which when completed, will be fitted with a 50-foot-square floor, half wood and half concrete, to accommodate the woodwork and mechanics. At one end of the shop will be a small glassed-in drawing-room and an enclosed forge-room with six forges. Under the building is a large basement, used as storage quarters for fruits, bulbs, plant materials, as well as housing the incubators.

The classes to be held in this new building are: soils and crops; poultry production; animal husbandry; dairy production; fruit production; farm management; farm problems; and landscape gardening. These classes will be taught by the four agricultural instructors, B. R. Denbigh, J. E. Walker, R. A. Sylva and J. C. Washburn. There are 45 freshmen, 40 sophomores, 25 juniors and 17 seniors now enrolled in the vocational agricultural classes. In addition to these, there are 18 pupils in the landscape gardening classes.

The Modesto Chapter No. 11 of the "Future Farmers of America" will have their headquarters in this new building and are making extensive plans to build up one of the best Smith-Hughes Agricultural Departments in California.

—"they can't help but grow"—

one enthusiastic teacher writes us—under the stimulating influence of the

CITIZENSHIP READERS

Which carefully provide for the development of initiative on the part of the pupils and, in all the numerous activities and projects, call for creative thinking and the use of independent reasoning and judgment. The idea of repetitive study is definitely abandoned in favor of that which arouses and urges to growth the child's creative ability.

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Preserving Flowers

GRACE B. STAPLES, *Ventura*

EVERYONE is familiar with the craft of passepartouting pictures, but the technique of treating flowers this way may be new to many.

Unlike pressing, this method of preserving flowers does not cause the coloring to fade or the leaves and petals to shrivel.

Since wild flowers are becoming less plentiful, a few more species becoming extinct each year, there has been an increasing effort among lovers of wild flowers to awaken a more general appreciation of them.

The children of the Ojai Valley in Southern California are actively engaged in this campaign. One phase of their work consists of passepartouting one specimen of each of the species of wild flowers found in the valley. This collection forms a permanent exhibit from which flowers may be studied without the usual wanton waste of them each year.

To passepartout a flower a piece of cardboard and one of glass are each cut four by six inches or of size suitable for the flower. On the cardboard is spread a layer of white cotton batting. A fresh flower is laid on the batting. Over this is placed the glass. The edges of the cardboard, cotton and glass are bound together with inch-wide passepartout paper, which is sold in rolls. The finished work is hung as a small picture by a ring affixed to the back. The entire cost of mounting the flower, exclusive of work, is less than five cents.

* * *

Alturas has a new grammar school building costing \$65,000. The building is T-shaped and arranged so that units may be added as needed. The primary grades are continuing to use the old school.

* * *

C. T. A. Service Committee

CHRISTINE JACOBSEN, *Chairman*

The first part of Miss Jacobsen's report was published in the January, 1931, issue of the Sierra Educational News. The remainder (with certain omissions) is presented herewith:

BECAUSE a great deal of interest in cumulative sick leave had been expressed by the members of the Los Angeles City Teachers Club, numbering nearly 3500 members, its Welfare Committee, with Miss Elvira Braaten as chair-

man, sent the following questionnaire to cities large and small throughout the country:

1. Do you have cumulative sick leave?
2. How many days sick leave are allowed with pay per year?
3. How many days are allowed to accumulate?
4. How are cumulative days spent?
 - a. Sick leave
 - b. Study
 - c. Travel
5. Who suggested the plan?
 - a. Teachers
 - b. Administration
6. Is it a satisfactory plan to all concerned?
7. How is it provided for in the budget?
8. Remarks:
Feeling that it would be unnecessary duplication of time and effort to make the same study so soon after theirs, we are giving you their report almost as it was printed in the Teachers Club Bulletin.

Only the results in which you will be most interested are tabulated.

1. Nearly all answered "yes".
2. Tabulated.
3. Tabulated.
4. Nearly all answered (a) sick leave. (There were two or three exceptions that had interesting arrangements for study and travel, too.)
5. Tabulated. (It is interesting to note that the plan was suggested in so many cases by the administrations.)
6. All answered "yes" except two.
7. The answers were much the same: "budget allowance for teaching service", "teachers' salaries", "allowance estimated".
8. Pasadena remarked:
 1. "A very satisfactory welfare provision.
 2. Teachers are careful to be in school when able but if very ill can stay away until fully restored on full pay.
 3. Less absence by teachers now. They know the value of time saved for a great need."

These cities listed are not by far all that have cumulative sick leave.

In New York City the following rule was adopted by Superintendent of Schools in extending the 20-day period: The maximum time for which the applicant may be excused with pay in a calendar year shall be as follows based on years of accredited teaching service:

- 20 days per year if applicant is in 1st, 2nd, 3rd year of service.
- 30 days per year if applicant is in 4th, 5th, 6th year of service.
- 40 days per year if applicant is in 7th, 8th, 9th, 10th year of service.
- 50 days per year if applicant is in 11th, 12th, 13th, 14th, 15th year of service.
- 60 days per year if applicant is in more than 15 years.

The teachers must have served at least three months.

In Boston leaves of absence granted for one year, deduction to be made at the rate of 1/400 of the annual salary for each school day's absence.

Philadelphia—a deduction of 1/40 of the

monthly salary for each school day's absence.

In San Francisco—full pay for 5 days—half-pay for 10 more teaching days if ill 15 consecutive teaching days.

In England the regulations of the local authorities with regard to sick leave are not so various as in cities in this country. There is more

liberality, at least half the county boroughs granting a month or more with full pay to all teachers with as long a period at half-pay. In a number the full pay extends over a period of 3 months at half-pay. Ten of 77 authorities have cumulative schemes, some extending to 130 days at full pay.

| Place | Number of Days Allowed for Sick Leave With Pay | Number of Days Allowed to Accumulate |
|------------------------------|--|---|
| Fresno..... | 10 days..... | Half salary up to 4 years. |
| San Bernardino..... | 5 days..... | 20 days. |
| Pasadena..... | 10 days..... | $\frac{1}{2}$ of all unused each year beginning July 1, 1924, half pay. |
| San Diego..... | 10 days..... | 10 days if 2 years service and less than 3 years; 20 days if 3 years of service and less than 4 years; 30 days if 4 years or more of service. |
| Lockport, N. Y..... | 10 days..... | 20 plus 10 of present year. |
| Terre Haute..... | 10 days..... | Unused sick leave of 2 years preceding not to exceed 10 days. |
| Gary..... | 10 days..... | |
| Charleston..... | 10 days..... | 30 days. |
| Phoenix..... | 10 days..... | 90 days. |
| Portland, Ore..... | 10 days..... | 100 days. |
| Ann Arbor..... | 10 days..... | 95 days. |
| Detroit..... | 10 days..... | 80 days. |
| Hibbing, Minn..... | 10 days (limited to 3 years preceding current year)..... | 40 days (including current year). |
| Ogdensburg, N. Y..... | 10 days..... | 30 days. |
| Rome, N. Y..... | 10 days..... | 40 days. |
| Evansville, Ind..... | 10 days with $\frac{1}{2}$ pay..... | 30 days with $\frac{1}{2}$ pay. |
| Olympia, Wash..... | 5 plus 10 half..... | 30 days. |
| Roanoke, Va..... | 10 days..... | 30 days. |
| Rockford, Ill..... | 5 plus 5 half..... | 20 plus 20 half. |
| Pontiac, Mich..... | 10 days..... | 50 in 10 years. |
| Lakewood, Ohio..... | 10 days..... | 100 days. |
| Gardner, Mass..... | 5 days..... | 15 days. |
| Arkansas City, Kan..... | 5 days..... | 25 days. |
| Sharpesville, Pa..... | 5 days..... | 20 days. |
| Aurora, Ill (Dist. 131)..... | 5 days..... | 8 weeks. |
| Boulder, Colo..... | 5 days..... | 20 days. |
| Ironwood, Mich..... | 5 days..... | 30 days. |
| Colorado Springs..... | 5 plus 20 days (teacher pays substitute)..... | 5 days. |
| Paterson, N. J..... | 10—\$2.50 for substitute..... | 60 days pay—\$2.50 if attendance is 90% possible days since beginning to teach. |
| Coshocton, Ohio..... | 5 plus 20% of unused days of preceding years..... | 5 days. |
| Temple, Texas..... | 5 days..... | 15 days. |
| Denver, Colo..... | 5 days..... | All that are not used each year are accredited to individual. |
| Chicago Heights, Ill..... | $\frac{1}{2}$ pay for 10 days..... | Beginning 11th day full pay until end of 10th week—No pay beyond. |
| Parkersburg, W. Va..... | 5 plus 5 half pay..... | An extra day's full pay added each year after the 5th year up to 30 years. An extra $\frac{1}{2}$ day's pay added each year up to 16 years and each year after that reduced 1 day up to 30 years. |
| Milwaukee, Wis..... | $\frac{1}{2}$ pay for 10 days..... | Half pay up to 180 days. |
| El Paso, Texas..... | 5 days..... | Beginning 1921-1922 20 days in one year; excess reserved for future. |
| Poughkeepsie, N. Y..... | 7 plus 33 days with substitute's wages deducted..... | Divided into groups according to years of service, etc., and privileges granted. |
| Topeka, Kan..... | 5 days..... | 20 days. |
| W. Aurora, Ill..... | 5 days..... | No limit set so far. |
| Elwood, Ind..... | 2 days..... | 10 days. |
| Rochester, Minn..... | 7 days..... | 7—by special action teachers long in system may receive total salary. |

The Long Beach Teachers Journal in its first issue this year had a discussion on cumulative sick leave based largely on data furnished them by Ernest Branson, Director of Research of the Long Beach schools.

Teacher Load

Teacher Load, to quote a prominent educator of our state, is a very complex question fraught with great difficulty and much controversy. However, in this connection, as in others, it becomes necessary now and then to pause and see where we are going. The Los Angeles City Teachers Club also made a very exhaustive survey of teacher load, an outline of which we are including in our report, hoping that it may be of help in a similar activity elsewhere. That the survey might be as scientific as possible, the services of Dr. O. R. Hull and Dr. V. G. Bennett of the University of Southern California were secured and the work went forward under their direction. Believing that the findings will be of immense value, not only locally but throughout the country, the latter will be published and distributed among those interested.

Too Many Interruptions

Superintendent Frank A. Bouelle of the Los Angeles City Schools has assured the committee of his approval of a survey of teacher activities in the hope that the "track will be cleared for teaching." Mr. Bouelle said:

"We are living in a changing age—an age of excitement—and to keep pace teachers must do many things, but they must keep the sanity of all. In our enthusiasm to keep pace with progressive education care must be taken not to over-shoot the marks. We need clarification of extra-curricula activities as there is a tendency to allow too many interruptions to the normal procedure of teaching."

* * *

World Conference on Education, Denver, 1931

WORLD Federation of Education Associations will hold its fourth biennial conference in Denver, July 27 to August 1. A committee made up of prominent educators, officials and citizens of Denver and the state of Colorado has been appointed to take charge of all local arrangements for the meeting.

The World Federation is the outstanding international educational association in the world. Organized in San Francisco in the summer of 1923, it has had a rapid growth and at the present time has a membership of over one hundred educational organizations, including in their membership more than half of the five million teachers of the world.

* * *

Albert M. Shaw, president of the Los Angeles City High School Teachers Association, is national secretary of the School Garden Association of America, which was founded in 1910 and which has as its motto "The children of our country must learn nature by living more in the great world garden." Among the other national officers are Alexander J. Mueller and Clayton F. Palmer, both of Los Angeles.

Baby Skylarks

Original poems written by pupils (all 9 years old) of the fourth grade of Washington School, Montebello,—Ruby H. Flowers, Teacher.

Oases

Away out on the desert are very pleasant places,
Where camels stop to get a drink
And people rest awhile.

—Betty Bailey

Pictures

The pictures on the wall
Are as pretty as can be;
There pictures of the fall,
And pictures of the lea,
But the prettiest of all
Are the pictures of the sea.

—Marjorie McNeal

Flowers

Flowers are gay,
They come this way
With the rain.

—Vivian Gardner

The Trees

The trees are green,
Very green;
They make such a pretty scene.

—Dorothy Mae Allen

Clouds

I see gray clouds today;
They do not float away,
But stay up in the sky
And hide the sun so high.

—Lois Smith

Jack o' Lantern

The Jack o' Lantern is yellow,
He is a gay old fellow
And a nice old fellow,
Isn't he?

—Marjorie McNeal

Rain

Rain, rain, on the pane,
Pitter, patter, falls the rain.
The flowers will grow
And that will show
That rain, rain, makes them grow.

—Dorothy Richardson

Winter

In winter things are covered with snow;
In summer the flowers are bright;
In fall the trees are pretty,
In winter things are white.

—Nadeen Miller

* * *

Harry W. Bessac, former San Joaquin county superintendent of schools, has accepted the principalship of the Victory School in Stockton. For many years Mr. Bessac has been a prominent worker in the C. T. A.

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School Address

City.....State.....

Why Study Birds?

BELLE L. DICKSON

Humboldt State College, Arcata

IS Bird Study worth while? In a certain section of the West, the rural districts are overrun with destructive rodents, including the ground squirrel, pocket gopher and field mouse. In this same part of the country lives the valuable Barn Owl, more often called "Monkey-Face," because of its grotesque appearance. This owl's food consists almost entirely of rodents, gophers being relished in particular. **A family of barn owls will destroy more of these pests than any trap on the market.** And how does the farmer reward this live gopher trap? In many cases he kills the owl, whereas it would mean dollars in his pocket if he allowed the owl family to live on unmolested.

Again, the farmer finds a number of his chickens missing. He takes his gun in hand and starts out. Reaching the pasture, he discovers a hawk circling lazily overhead. It is easy to picture what happens. Unless our farmer has been unusually observant, the Red-tailed Hawk,



The Cedar Waxwing is an exquisitely beautiful and harmless bird, found in many parts of California.

which is even now aiding the farmer by searching out and destroying the rodents, is brought down, while Cooper (the hawk with the long, slender tail and short, rounded wings), the real culprit, quietly makes off with the prey.

This sad mistake is regrettable, for the Western Red-tailed Hawk is one of the most beneficial as

well as the most conspicuous of our hawks. Were more farmers students of bird life, fewer such mistakes would be made.

The Wood-peckers may be grouped under three headings, beneficial, harmful, and indifferent. It is well for lumbermen to know that the Red-headed and Downy Wood-peckers belong in the first class and the Red-shafted Flicker in the third, while in certain of the forested areas, the Red-breasted Sapsucker is said to greatly damage young trees. A knowledge of the economic status of our more common bird citizens has an economic value.

Bird Study has a definite cultural value in common with all that tends to cultivate a love of and appreciation for the beautiful.

The bird student should have some definite objective. His aim may be to gather definite facts concerning bird life, jotting down in his field note-book, what he sees and hears. Maybe he has a kodak and wishes to photograph the birds. This is extremely fascinating. Incidentally, the successful photographer of birds in their native haunts, must develop an unlimited fund of patience and a keenness of sight and hearing, as well as mental alertness.

Not the least of the benefits to be derived from Bird Study is the physical exercise, out in the open.

All children naturally love the birds. No child, who has watched a pair of songsters patiently build a nest and rear a family of little ones, will be willing to see any bird harmed. Rather, he will do all in his power to protect them. Let us utilize this interest in birds and other woodland creatures and do all we can to encourage it.

* * *

P. C. McChesney, principal of the Newton Booth School, Sacramento, is president of the **California Elementary School Principals Association**. At the Los Angeles meeting of the State Council of that Association the council unanimously voted to support the C. T. A. for Tenure and Retirement. It also is vigorously opposed to the state printing of school textbooks and to any extension of the present law. **Mrs. Gertrude B. Hammond** of the Hyde Park school, Los Angeles, is secretary-editor for the association.

* * *

Mrs. Portia F. Moss, Placer County Superintendent of Schools, reports that Loomis Union Elementary School and Main Street School in Roseville have a 100% membership in the California Teachers Association. "These are two of our largest schools and I am especially happy to have all the teachers belong. The one-teacher schools of Tahoe, Spring Garden, Forest Hill, and Todds Valley have 100% membership."

"I know many more of our schools will have 100% of their teachers belong, as Lincoln High and Lincoln Elementary have always done so."

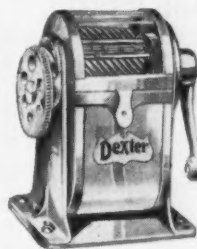
Trees and Wild Flowers

WESTERN NATURE STUDY, in its October, 1930, issue, has devoted over 100 pages and nearly 50 half-tones to "Trees of Valley and Foothill." In its issue of February, 1931, "Spring Wild Flowers of the Open Field" will be similarly treated. These numbers may be secured for \$0.50 each as long as the supply lasts.

A better thought—send \$1.00 for the four issues of 1931. Or even better—\$2.00 will still secure the eight issues of 1930 and 1931.

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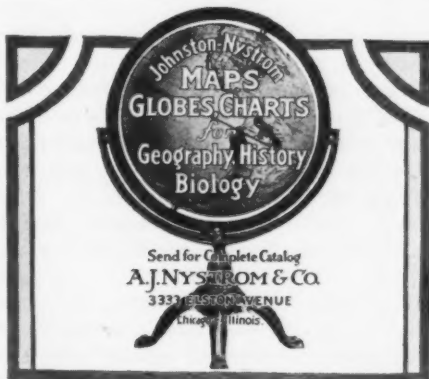
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Rural School Music

The symphony concert as a means of developing music appreciation in the rural school child.

MRS. ALICE G. BOTHAMLEY
Madera County Supervisor of Music, Madera

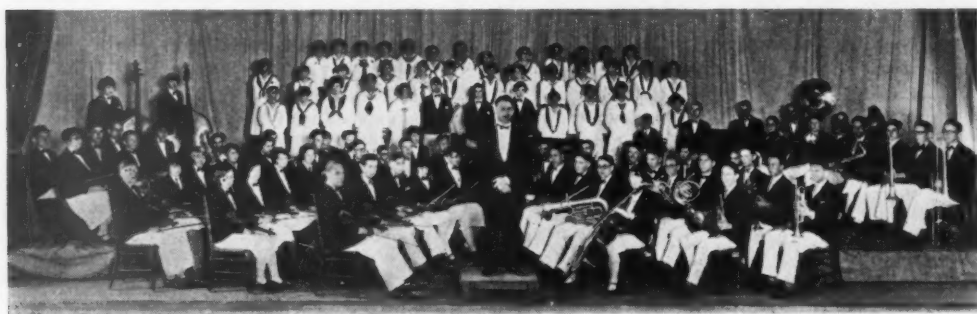
HEARING and seeing a symphony orchestra in action is invaluable in developing music appreciation.

The phonograph must still be our instrument of preparation and review, but it cannot take

- f. Name of composition,
- g. Composer,
- h. Nationality.

Some time during the concert an instrument demonstration should be given, each instrument playing a sentence off stage and the child writing on his paper the name of the instrument and then the player bringing the instrument on the stage so that the child may see it and check his paper.

At least one song should be sung by the children with the orchestra playing their accom-



School orchestra and glee club in one of the larger California public schools, indicative of the excellent organization of music in many of the schools.

the place of the visible orchestra in the broadening of appreciation in rural school children.

After seeing a symphony orchestra play, children can better appreciate an orchestral number, whether it comes to them by means of a phonograph or over the air.

The symphony concert should be an outgrowth of the year's work, hence the preparation is gradual, but thorough.

After completing the year's work, the following points have been found successful for conducting a general review of each composition:

- a. Mood—(how does the music make you feel?)
- b. Kind of music—(descriptive or pure).
- c. Points of interest—
 - 1. Contrasting themes,
 - 2. Legato and staccato sections,
 - 3. Legato melody and staccato accompaniment,
 - 4. Based on folk-song of some nation,
 - 5. Death playing out of tune, e. g., Dance Macabre,
 - 6. Story,
 - 7. Additional instruments added or volume increased each time the theme enters,
 - 8. Written for certain group of instruments, e. g., string quartet,
 - 9. Interesting rhythm,
 - 10. Many other points of interest.
- d. Recognition of melodies and number of times each enters,
- e. Outstanding instruments,

paniment, for such an experience is new to many.

Because of transportation problems, it is wise to limit the attendance to such a concert to certain grades. Also, due to the fact that the work must be an outgrowth of the year's work, limits the eligibility to the concert.

Many schools have their busses these days, consequently the concert can be held in a central place.

The average rural community cannot offer any advantages to the child in symphony concert experience, hence the schools must supply that lack, for our rural child is just as surely our future citizen as our urban child.

* * *

The Los Angeles orchestra of instructors "*Symphonia Praeceptorum*" gave an outstanding musical program at the recent institute there. Miss L. Alice Sturdy is business manager of the orchestra, 1273 Fifth Avenue, Los Angeles.

* * *

Among the resolutions adopted by the C. T. A. Southern Section at its annual meeting were the following—, 1. Opposing any extension of state printing of school text-books; 2. Supporting the continuance of teachers institutes and conventions; 3. Supporting proposed legislation on retirement, tenure, equalization, sick leave, sabbatical leave, junior high schools and junior colleges.

Teachers Trust Association

F. J. HIGHFILL, *University High School*
Los Angeles

ARE teachers free from the bugs of suspicion? Is it possible that teachers are suspicious of one another? Are any of our teachers ever scared to death for fear somebody, some committee, or some teachers' organization is going to try "to put something over"?

"There is cause for suspicion", rings out a clear, emphatic voice. Is there? In general there is **not**. As a member of the H. S. T. A. legislative committee I have attended each and every meeting of that body during this school year.

That committee has spent many hours in various meetings discussing the general good of all. Not one minute of that time has been given to schemes, or to trickery, or to discussions detrimental to any group of teachers.

In every instance the policy of the legislative committee has been to arrive at the correct conclusions, not as a favor to administrators or to school officials, but **for the general good of all the boys and girls** and the majority of the teachers of the state.

The opinions of all concerned so far as possible have been solicited and considered. The entire work has been clear and above board. Harmony has prevailed. Dictatorship has at no time been seen, heard, or felt in the meetings.

We believe that the legislative committee is only one example among many in our various teacher organizations of the state. The intentions are good. The interest is common. The procedure and methods are fair and honest. Selfish leadership is the exception rather than the rule. Our teachers are neither crooks nor petty politicians.

But if—if—some of our teachers are obstructionists with a suspicious mind always trying to put the bug of suspicion in somebody's bonnet, what can we do? We believe that in general educated people will not react very rapidly to the reactionary agent of suspicion. Ninety per cent of our teachers will unite in a common cause regardless of the seeds of suspicion that have been sown in the past.

Already, without being fully conscious of it, we have a **Teachers Trust Association** in which we are willing to trust one another, to trust our organizations, our officers, and our committees. May the entire teaching force of California join, 44,000 strong. No dues! Just pay your respect and give your confidence!

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ABRAHAM LINCOLN, in a letter to
Horace Greeley, 1862

Institute Symposium on the Family

TEACHERS of the Southern Section of the California Home Economics Association are to be congratulated upon the interesting and constructive program given during the recent Institute session.

Dr. Elizabeth L. Woods of the department of psychology and research in Los Angeles, discussed the subject, "The Schools are Educating for Parenthood: What Kind?" She spoke of the work with senior high school students and the nursery school as being developed in Manual Arts High School, Los Angeles, and the high schools of Pasadena.

Rabbi Edgar F. Magnin spoke on "The Present Status of the American Home," comparing the home of his boyhood days with that of his children and throwing the balance in favor of the latter. He, however, urged that fathers give greater consideration to the problems of wise parenthood.

Doctor Regina H. Westcott gave some very concrete examples of the present needs of young people for parental training. She based her decided and pertinent observations on "Case Studies in Maladjustments" gained through her work in Alhambra.

Judge Georgia Bullock presented some deficiencies of the modern home as seen from a jurist's standpoint, and stated that by far the greatest cause for delinquency is due to broken or poorly-managed homes.

Dr. Paul Popenoe interestingly and ably discussed "The Biological Basis of Marriage," tracing from the chromosome to the adult, the fundamental differences between men and women which must be recognized if happy marriages are to result.

These two days of valuable discussion culminated in a luncheon in the Cocoanut Grove at the Ambassador Hotel, at which Miss Bernice Gange presided and Dr. Hughes Mearns of New York University gave an inspiring talk on "Creative Youth and the Spirit Cultivation of an Adult Personality."

There were 310 present at the luncheon, and some 500 to 700 attended each session at the Architects Building.

It is quite evident that there is a significant and widespread interest in the Home and Family,

and that next year arrangements for a still larger group should be made if a similar symposium be planned.—Essie L. Elliott, Los Angeles.

* * *

Horace C. Coe, retiring Imperial county superintendent of schools, was honored by a special tribute from the teachers of the county during the recent institute. He was given a handsome radio and other gifts. Mrs. Margaret E. Gilles, County Deputy Superintendent of Schools, states that the feeling of esteem for Mr. Coe is universal among his teachers, and this expression of regard can only in part testify to the popularity of this beloved superintendent.

Mr. Coe has been county superintendent of schools in Imperial county since September, 1921. He voluntarily withdrew from the race for reelection in November and, at the close of 1930, retired from public service.

* * *

Los Angeles Principal Honored

THOMAS H. ELSON, principal of Roosevelt High School, Los Angeles, was recently honored by being elected president of the Society of Occupational Research.

This group was organized in 1928 by 12 students in vocational education in the University of Southern California; rapidly became state-wide in scope, and now is incorporated and has a suite of offices for its headquarters.

Mr. Elson has been known in Los Angeles for nearly a decade as a highly competent and inspiring leader of a fine school.



Thomas H. Elson

* * *

Gaylord Brothers, library furniture and supplies, has a branch office at Stockton. Miss Gladys Stevens, director of that office, is making a tour of the Hawaiian Islands, to teach book repair in the schools and libraries there. Miss Sara Patterson, from the Syracuse home office, is spending two months in the Stockton office.

The Teachers Institute¹

LAURA M. KINGSBURY
Stockton High School

THE teachers institute is a difficult problem, for a number of reasons:

(1) The necessity of some means of encouraging professional growth on the part of teachers in service is obvious; therefore the institute cannot be abolished unless there is an assurance that something better has taken its place, or will do so.

(2) The teaching body is composed of teachers of various degrees of preliminary education, ranging from the barest minimum of training required for a certificate to the work required for the degree of doctor of philosophy, or more. Hence it is difficult to furnish institute material which will be stimulating to all the teachers.

(3) A similar variety is shown by the teaching body in regard to experience, which ranges from the inexperience of the beginner to the ripe experience of teachers who are eligible to retirement.

(4) An increasingly large proportion of teachers are voluntarily attending summer school, doing educational travel, reading books, or even taking sabbatical years of study, at their own expense. Such teachers are increasingly finding inadequate the lectures usually given at the local institute, or even at C. T. A. meetings—lectures which are probably of about the intellectual level of an intelligent college freshman.

Few things are more irritating than being compelled to sit and listen to a lecture which is beneath one's intellectual level. Particularly is this true of a teacher who always has a waiting list of new books to be read, and a waiting list of research problems to be solved.

In addition to the variations just mentioned, which might possibly be characterized as horizontal, there is at least one dividing line which separates the teaching group **vertically**. This is the division between teachers who take the pedagogical attitude and those who take the non-pedagogical.

The former consider themselves primarily as teachers. If they are followers, it is the professors of education whom they follow; if leaders, they engage in pedagogical experimentation; and to them an institute is necessarily pedagogical.

The other group regard themselves as adults in an adult world of thought, and only secondarily as teachers (the ideal of Cora Williams school, for instance). They are interested in the world's difficulties in the economic, social, or scientific field, or the world's culture in literature, art, or history. If they do creative work, it is in these fields, not in the pedagogical; and they regard their students as fellow-explorers. As a result, they find a purely pedagogical institute an empty affair.

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Because of these difficulties, which make the teachers institute a very real problem, it occurred recently to the present writer that a survey of the attitude of the Stockton High School teachers (a fairly large body) toward institute might prove illuminating and constructive. At the suggestion of W. Fred Ellis, principal of the high school, the survey was broadened to include all the teachers of Stockton.

The questionnaire used was so drawn as to make possible a much greater range of choice than did the institute questionnaires recently used in Los Angeles County and San Francisco. It consisted of two main questions, A and B, with five alternatives under B. In abbreviated form, the questionnaire was as follows:

a. Of the ten lectures given at the recent local institute, how many gave you material which was new and professionally helpful to you?

b. Which of the following plans should you prefer for future institutes?

I. Local institute, of the usual quality.

II. Institute held jointly with the Bay Section of the C. T. A., of the usual quality.

III. Local institute, as usual, but experienced teachers to be permitted to substitute for attendance at institute (1) the reading of five books annually, or (2) attendance at summer school, or (3) a year of graduate study, or (4) two months of educational travel, or (5) attendance at meetings of small professional groups.

IV. An annual institute, not local, consisting of five lectures in five different fields, giving recent developments in each field, the speakers to be men and women of important achievement in their respective fields.

V. Unconditional abolition of institute, the time usually taken by it to be occupied by teaching.

The results of the survey are given below, in tabulated form. It will be noticed that while the grammar-school teachers gave a much larger proportion of votes for the **retention** of the local institute or for attendance at C. T. A. than did the high-school teachers, and while the high-school teachers gave a much larger proportion of votes for the **abolition** of institute than did the grammar-school teachers, the two groups agreed in giving the largest vote to Plan IV.

This shows up strongly in the column giving the combined vote of the two groups. The number of votes given for Plan IV is practically equal to the sum of the votes given for any two other plans.

So far, then, as any conclusion in regard to teachers attitudes may be drawn from this survey, it would seem to be as follows: A considerable number, chiefly among the grammar-school teachers, are satisfied with the present local institute or with the C. T. A. meetings. Another considerable number, chiefly among the

high-school teachers, desire unconditional abolition of institute.

The largest number of both groups, however, desire to retain the institute form, but to raise the quality of the programs above mere entertainment and elementary review, to a much higher and more dignified intellectual level, and a greater variety of thought, than has hitherto been attained by either the local institute or the C.T.A. meeting.

They desire lectures in a number of different fields, lectures advanced in scholarship yet non-technical in language, which shall help to keep them informed of the latest developments in other fields than their own.

| Number of lectures voted | Number of Grammar and special schools | Teachers Voting Stockton High School | Both |
|--------------------------------|--|---|------------|
| Not indicated | 38 | 31 | 69 |
| 0 | 8 | 16 | 24 |
| 1 | 9 | 2 | 11 |
| 2 | 18 | 12 | 30 |
| 3 | 21 | 6 | 27 |
| 4 | 24 | 10 | 34 |
| 5 | 19 | 5 | 24 |
| 6 | 15 | 1 | 16 |
| 7 | 4 | 0 | 4 |
| 8 | 12 | 4 | 16 |
| 9 | 8 | 1 | 9 |
| 10 | 23 | 4 | 27 |
| Total | 199 | 92 | 291 |
| Plans Preferred | | | |
| Plan I | 42 | 6 | 48 |
| Plan II | 28 | 6 | 34 |
| Plan III | 27 | 26 | 53 |
| Plan IV | 73 | 27 | 100 |
| Plan V | 10 | 24 | 34 |
| Multiple voting | | | |
| Votes discarded | 19 | 3 | 22 |
| Total | 199 | 92 | 291 |

Mrs. Leta Severance Hiles, director of hand-writing in the Long Beach City Schools since 1914, was recently bereaved by the sudden death of her husband George H. Hiles, prominent patent attorney. Mrs. Hiles is a life member of the N. E. A., member Pi Lambda Theta, Sigma chapter, national educational honor society, and president of the Supervisors Club of Long Beach. She is also California membership chairman for National Penmanship Association.

Tulare County 100% Schools

January 17, 1931

J. E. Buckman, County Superintendent, Visalia.

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High Schools

Alpaugh, Exeter, Lindsay, Porterville, Strathmore, Tulare, Visalia, Woodlake.

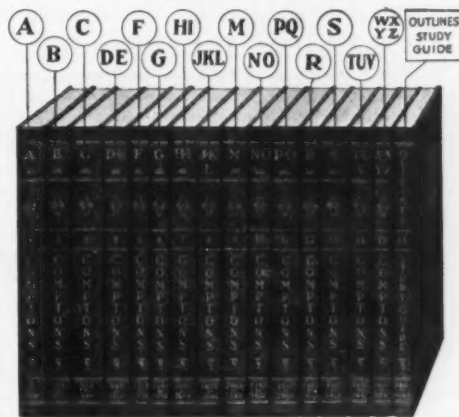
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San Diego Summer School

STATE TEACHERS COLLEGE of San Diego will conduct its summer sessions beginning this summer, on a time schedule that will enable former graduates, who wish to complete work for the A. B. degree, to do so by taking "degree" courses which will run through both terms of the session for a period of nine weeks.

The privilege will be open to three-year graduates until September 15, 1935. Teachers in service and graduates from less than the three-year curriculum (who have completed twelve units of satisfactory summer session or extension courses at the college in the two years previous to registration as candidates for the degree) may also make use of the new arrangement under certain conditions, the chief of which is that of meeting all lower division requirements for the degree before candidacy will be permitted.

The new arrangement amounts, in effect, to the addition of a **summer quarter** to the regular college calendar of two semesters. However, the regular summer session program of courses running for six weeks and for a post-session period of twenty days in which two unit courses will be available, will continue as in former years.

Graduate courses in the form of seminars will be offered by the Claremont Colleges at State College.

The regular summer session bulletins will be available on or about March 1, 1931.

The **San Francisco Symphony Orchestra**, under the capable direction of **Basil Cameron**, is giving a distinguished series of concerts at the Exposition Auditorium. Prominent guest-artists participate.

University of California Extension Division is now offering correspondence courses in Principles of Elementary Education, Principles of Junior High School Education, and Principles of Secondary Education. There are also courses in Mental Measurement and New-Type or Objective Examinations as well as in History of Education, School Organization and Administration, Educational Psychology, Elementary School Principalship, and Civic Education.

These courses were prepared, at the urgent request of the State Board of Education, in order that teachers might be made more efficient and that their work might be made more interesting to them.

* * *

Travers Theatre (Fairmont Hotel, San Francisco) is showing several productions of interest to drama teachers,—"Lysistrata" and "Tiresias" being noteworthy successes of La Boheme Players.

* * *

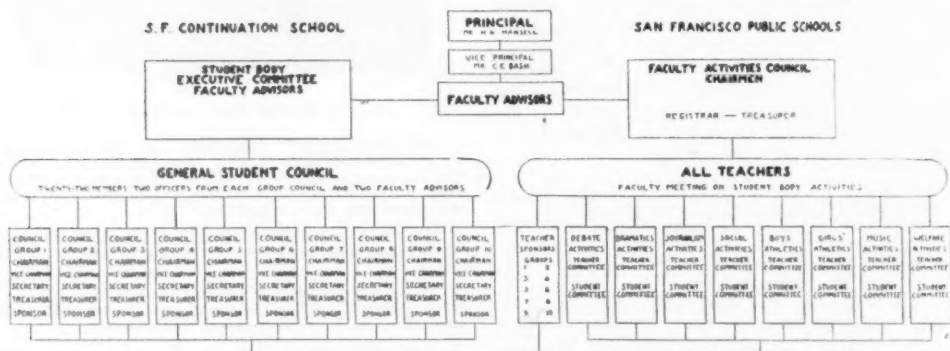
Karl Moldrem, whose "baby orchestra" at Eureka was featured some time ago in the Sierra Educational News, is now in Los Angeles (Box 2837). Here he has organized and taught the Hollywood Baby Orchestra. There are now 35 baby orchestras in various parts of the United States.

* * *

Professor Fletcher Harper Swift of the School of Education, University of California at Berkeley, delivered a series of addresses on problems of public school finance at the annual meeting of the Oregon State Teachers Association, in Portland, in December.

A Student-Body Organization Chart

San Francisco Continuation School



This chart is reproduced from the handbook and outline of courses-of-study of the San Francisco Continuation School, of which Harry G. Hansell is principal. The chart admirably illustrates the efficient and thorough type of democratic and representative form of government that is characteristic of many large California public secondary schools.

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December 13, 1930, to January 14, 1931

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* * *

The C. T. A. Bay Section, at its recent convention, adopted resolutions approving the C. T. A. retirement plan, the proposed new tenure law, and the adequate financing of the public schools; and opposing the state printing of any school books.**A VISUAL AID
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The other describes material of particular interest to Home Economics teachers. It also lists material for special uses which would be difficult to classify under specific headings.

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The National Soap Sculpture Committee, 80 East 11th St., New York, announces the Seventh Annual Competition for small sculptures in white soap. Complete information on the competition and interesting material for the use of soap sculpture as recreational projects in schools of all grades will be sent upon application to the Committee.

Coming Events

February 22-26—Department of Superintendence N. E. A., Detroit, Michigan.

March 30-April 2—California High School Principals Association Convention, Yosemite National Park.

April 10—C. T. A. Board of Directors meeting.

April 11—C. T. A. Council Annual meeting.

June 27-July 3—National Education Association Convention, Los Angeles.

July 27-31—World Federation of Education Associations, Denver.

Index to Advertisers

| | Page |
|--|-----------|
| Alexandria Hotel..... | 10 |
| Allen Tours..... | 7 |
| American Book Company..... | 47 |
| American Crayon Company..... | 55 |
| American Express Company..... | 1 |
| Amore College..... | 57 |
| Automatic Pencil Sharpener Company..... | 55 |
| Bachmeier & Company..... | 63 |
| Bank of America..... | 10 |
| Batten, J. H..... | 5 |
| California School of Arts and Crafts..... | 64 |
| Carleton Tours..... | 6 |
| Clark-Son Tours..... | 7 |
| College of the Pacific..... | 6 |
| College Travel Club..... | 7 |
| Compton & Company, F. E..... | 61 |
| Criswell Travel Service..... | 3 |
| Fisk, Henry A..... | 7 |
| Freyer Travel Bureau..... | 6 |
| Friends of the Mexicans Tour..... | 5 |
| Gaylord Brothers..... | 59 |
| Great Northern Hotel..... | 10 |
| Ginn & Company..... | 45 |
| Gregg Publishing Company..... | 47 |
| Guckes, Sybil..... | 7 |
| Harr Wagner Publishing Company..... | 60 |
| Horsford's Acid Phosphate..... | 57 |
| Keystone View Company..... | 63 |
| Lippincott Company, J. B..... | 19 |
| Los Angeles S. S. Company..... | 9 |
| Maxson, F. P..... | 55 |
| Mentor Tours..... | 7 |
| North American Building-Loan..... | 53 |
| Nystrom & Co., A. J..... | 55 |
| Pacific Coast Electrical Bureau..... | 3rd cover |
| Proctor & Gamble Company..... | 63 |
| Quarrie & Co., W. F..... | 53 |
| Rand McNally & Company..... | 49 |
| Rosierucian Order..... | 57 |
| Santa Fe Railway..... | 4 |
| School of Foreign Travel..... | 7 |
| Schray, Emma..... | 6 |
| Southern California Tourist Information Bureaus..... | 7 |
| Southern Pacific Company..... | 4th cover |
| Students Travel Club..... | 7 |
| Teachers Casualty Underwriters..... | 59 |
| Technical Book Company..... | 63 |
| Temple Tours..... | 7 |
| Thomas Tours..... | 6 |
| Travel Guild..... | 6 |
| University of Oregon..... | 2nd cover |
| Western Nature Study..... | 55 |
| Wiley & Sons, John..... | 63 |



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H. S. Upjohn, Los Angeles County Superintendent of Schools, has resigned in order to travel abroad and regain his health; **A. R. Clifton** of Monrovia has been elected to fill the position.

The University High School in Los Angeles is to have a new auditorium building. A twelve-unit school is to be built on the Euna-Drive school site and a four-unit addition made to the Heliotrope-avenue school.

An Important Announcement

A new book publishing firm in Southern California will be a matter of interest to literary workers not only in California but throughout the Pacific Coast. Announcement comes from the Illustrated Daily News of Los Angeles that a book department has been inaugurated by that paper, under the management of F. G. Browne, and that a serious program has been formulated for the production of a line of publications of general appeal. Educational works will be featured, especially books adapted to secondary reading, by authors connected with schools of California and the Coast. Mr. Browne has long been known in the book world, having a record in the East with the prominent old firms of A. C. McClurg and Co. and Rand, McNally & Co. The department will be operated under the imprint of the Sierra Press.



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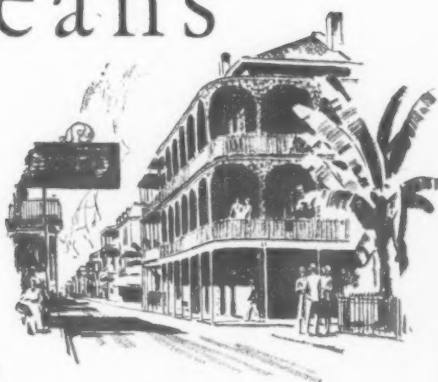
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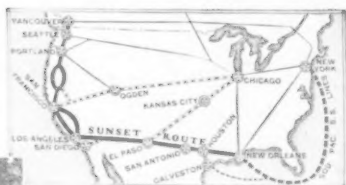
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TRAVEL SECTION

Picturesque Jugo-Slavia

J. T. AUNGST, *Ripon Junior High School*

Photos courtesy Miroslav J. Tudja

MANY of you have felt the European urge. It is no respecter of age, size or purse, nor "previous condition of servitude." To some of us it is only silenced (probably temporarily) by yielding. Thus it was that a recent summer found me wandering over the face of Europe; Spain and France, Switzerland and Austria, Germany and Holland, England and Italy.

All proved charming and strange, but I wanted something even more different. On an early morning in August, I disembarked from the good ship "Bario" of Bari, Italy, at the port of Dubrovnik, Jugo-Slavia, also known in history as Ragusa.

It was market day, and such a hub-bub as arose from that colorful group of people! Bare-foot men trotted by with great loads on their backs; women in simple peasant costumes passed majestically with huge bundles on their heads; little burros clattered across the square, topped by great over-loaded baskets dwarfing them to insignificance. All was a scene of activity at this waterfront.

The old town of Ragusa itself was tremendously interesting to me. Surrounded by its great wall and located on a rocky point of land in a semi-tropical background, it certainly is a place that I will never forget.

I appreciated it more, I think, knowing a little of its glorious history. Ragusa was perhaps one of the smallest republics that ever existed. A person could skirt its boundaries in much less than an hour, as I discovered. Yet it was a famous and powerful little republic in its time.

Born in the sixth century as a Roman settlement, with a later addition of Slavs, it developed quite rapidly. It became famous as an asylum for survivors of shipwrecks and a home for fugitives, "The City of Refuge."

By the time of the Middle Ages, her merchants were the great traders of the Near East, with ships in many ports, and known abroad as one of the most prosperous centers in Europe. The golden age of her civilization and culture and of the development of her art and literature was a marvel, too, and she became known as the "Athens of Illyria."

Often, due to her desirability, and since she was so small, larger nations had their eyes on her. Thus the Venetians tried, time after time, to gain authority over her. The gallant little republic, however, managed to conduct affairs by means of a senate and thus preserved her freedom.

Although dependent on Venice to a certain extent, she never submitted to foreign powers like other cities on the Dalmatian coast. To keep her independence, she often had to alter her allegiance, shifting at different times to Serbia, Hungary, Turkey and others, but still keeping her own laws, flag and customs.

It was with these thoughts of ancient splendor and power in mind that I enjoyed this ancient walled city so much. True these great days are gone, maybe forever. But what of it? The great of today will probably be eclipsed by a greater of tomorrow.

In Dubrovnik, in some of her meanest streets, I saw beautiful archways and sculptured friezes which pointed to her former glory. The ancient wall still stands on guard, even though falling away in parts.

The Old Wall of Dubrovnik

I got a pass to walk around on the top of this old wall, more or less horseshoe-shaped, with the open end toward the sea. There, below, as I arrived at the top of the wall, I could see this large horseshoe full of quaint stone houses, of two or three stories, with their red tile roofs.

There were colorful roof gardens of plants and flowers—for there is little room elsewhere for them, within the walls. Narrow spaces between the houses showed where even narrower streets lay, so picturesque with their flaming lines of vari-colored clothes. I call them streets, yet they serve only as walks, for no automobiles or animals are allowed within the walls.

There in the center is an open place—Dubrovnik's market place, or square, with flocks of pigeons flying to and from it. All was so peacefully quiet. It nearly seemed a city of the dead from this wall. But I soon found it wasn't as I neared the gateway to the city, still on the wall. There was the sound of many voices and passing below were people in the dress of many countries and varied occupations.

They ranged from the Dalmatian peasant woman in her quaint attire and with a huge

basket of washing gracefully balanced on her head, and a closely-veiled Mohammedan woman, to the German salesman and American consul. All seemed bent on some business. True they did not rush about as we in America do when we are busy, yet they were about their business in a European style.

The town lived and worked. And this was one of the things that impressed me mostly, the same thing that I noticed about ancient, walled Aigues Mortes in Southern France. It was the fact that these towns, modern yet so ancient, perform their work-a-day tasks still, within fifteenth century walls.

The ancient squares still resound to the bargaining of a market day. The wharves still dock the fishing vessels. Age-old houses still serve their original purpose.

A FEW miles along the coast from Dubrovnik, I came to a sign saying, "Logor H. Z. M. Lj." This proved to be a Jugo-Slavian "Y" camp for leaders. The King of Jugo-Slavia regards the Y. M. C. A. very highly, I was told. He has given two large tents to this particular camp with his sons names on them, and also has given them many dispensations.

What is the reason for his interest? That is the question which came to my mind and probably comes to yours. Well, the present country of Jugo-Slavia is the combination of many states and quite a few hatreds.

The name—Kingdom of Srba, Hrvata, Slovenaca, or Serbs, Croats, Slovenes gives some idea of the mixture, which combined Slovenia, Croatia, Slavonia, Bosnia, Hercegovina, Dalmatia, Montenegro and part of Banat.

The Serbs hate the Croats and the feeling is returned. They both hate the Hungarians that have been taken in since the war and of course the Hungarians "love" them, and so on.

Now where does the "Y" come in? Well, at this camp I saw young people from different parts of the country, often requiring interpreters to make themselves understood, getting along in good style. They were learning to like each other through playing together and discussing problems that all young people have.

I don't mean to say that the desired end was achieved always or entirely, but big steps in understanding were often taken. For example, one night around the campfire, I even saw them allow the Hungarians present, who are Jugo-Slav subjects since the war, to sing the Hungarian national anthem.



Gruz—the Port of the City of Dubrovnik (Ragosa)



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And if you do not think that is a great concession, you do not know the extremes to which nationalistic feeling, even in the young, goes in these countries. This I believe, is one of the main reasons that the king aids and is favorable toward the "Y".

I decided to spend a few days in Bosnia and Hercegovina. One fine morning I took the narrow-gauge railway from Dubrovnik for Mostar, the capital of old Hercegovina. Just outside the town of Dubrovnik we began to climb, and soon left the Baltic far behind.

Did I say soon? Well, if I did it is a prevarication, because the element of speed has been left out of the combination that resulted in the Jugo-Slavian railroads. However, rapidly or slowly, we left that sea behind, and with it the luxuriant semi-tropical coast of Dalmatia.

And what was there to take its place? Nothing but the wild, desolate Karst region of Hercegovina. Great expanses of rock nearly devoid of any living thing. Scarcely a hut, except a few battered piles of stone that served the purpose.

Few humans save the cloaked and sandal-shod goat-herds, with their skinny flocks. A few little villages appeared here and there, at points where the subterranean waters rise for a time.

The houses were small and low, the windows being only wide enough to grudgingly let in the daylight. The reason for this is that an opening of any kind is a weak place, exposed to the enemy in times of attack; therefore the smaller the windows the better! It is second nature for the Hercegovinians to be always on the defensive—all through history they have had to withstand assault. So it is quite natural for them to

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consider their dwellings as strongholds. Even the railroad stations have barred windows and slits for rifles. The few passengers who got on the trains at these stops used the fourth class, devoid even of seats. Poverty is very real to these people.

In the midst of cliffs and crags, the capital of Hercegovina struggles for its existence. The town of Mostar consists of straggling streets of stone houses roofed with slabs of slate, except for the modern buildings which have introduced some red in their tiles.

DOMED mosques and graceful minarets give an oriental aspect to this town, dominated for so long by the Turks. The translucent green waters of the Neretva River, which have hewn their bed out of the rocks, flow rapidly through Mostar. On the river banks, bastions and forts belonging to a remote past still stand on guard.

A single mighty arch, rising in Gothic curve, stretches across the ravine. It is the famous bridge, dating from Roman times, that unites the two parts of the town. In Slavonic the word for bridge is "most" and from this the town gets its name.

The national dress is rich in coloring and design. Knives that are worn by the men in their belts and sashes show their warlike spirit. Mohammedan women here are veiled even more closely than in other places that I visited. Not satisfied with masks and shapeless garments, certain sects wear long navy blue cloaks of heavy material with sleeves hanging loosely outside and ending in a kind of peaked bonnet on the head.

The veiled face is thus buried in this curious funnel-shaped erection and believe me, you just



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cannot see through! And they were wearing these thick garments on the stifling hot summer day when I visited Mostar!

I encountered an interesting man in this town who had once lived in Detroit, where he had been a bootlegger for nine years. Being arrested, tried and convicted he was given a sentence of five years in prison.

At the expiration of eight months imprisonment, however, he accepted deportation and returned to his native Mostar. But, I should add that he brought \$16,000 of ill-gotten gain with him. He claims that he is virtually a millionaire in that country. To pass the time he operates a barber shop, his old trade.

There were many quaint sights in this town. Here was a woman going to town, spinning thread by hand as she walked. Some naked little fellows swam in the river, with gourds used as water wings.

Coming toward me was a Moslem woman with veil drawn aside for a little air; the moment she saw me, she immediately covered her face.

Twelve o'clock and all the little shops were closed for the two or three hour rest period. Here and there were merchants sleeping, spread out full-length in their little shops. Others sat gossiping together over a cup of cafe Turco. Ahead was a tall pencil-like minaret, which seeming deserted, I climbed and viewed the glistening town from above.

Leaving, I heard the water rushing through a mill and saw the huge flat rocks grinding grain. Sitting down at a sidewalk cafe and between sips of cafe Turco, I watched the fezzed and veiled figures so silently by. A skinny herd of goats crossed the square.

On by the night train to Serajevo, the town where the Archduke met his untimely end and which my traveled friend had told me was more Turkish than Constantinople. I was traveling third class, knapsack on back. Why pay more? I thought, for upholstered seats and uppish companions when you get there just as soon (sometimes a few car-lengths sooner), meet the real picturesque people of the country (with whom I have often been asked to share

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the food and drink) and save many dinars, marks, pesetas, for other journeys.

Sleepers are to be had only in connection with first-class and so naturally we sat up. But the night was long and sleep is difficult in an upright position. My temporary companion and I took turns "resting" in the 12-inch baggage rack above, which was one-third too short. Our legs protruded over the passage-way, but those who passed through were kind, and ducked!

the "Putnik Co.," Jugo-Slavian travel bureau? This is the way it reads literally, spelling et al.:

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Julian Alps in Slovenia

There is a bond of understanding and sympathy between travelers there, the equal of which I found in no other country. Usually we didn't understand each other, unless they spoke some French, but we got along pretty well with smiles and motions.

I KNEW that I was going to enjoy Serajevo the minute we approached it. I certainly was not disappointed, either. Wouldn't you like to read a partial description of it, given in more or less good English, in a pamphlet put out by

oriental tribal life. You may see here the maker and the dealer of goods sitting cross legged as they always do in the Orient. Their shop serves them for producing and selling the goods at the same time.

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That description I found very true. But it was the old quarter that thrilled me. I spent hours in the tortuous busy streets of the bazaars, wandering from stall to stall and losing my way many times in the maze of narrow alleys. The booths have no windows and when the shutters are folded back, you could step right into the premises through the opening, which exposes the whole shop to sight; but it is unlikely that there would be room enough for the proprietor and customers. I had my shoes resoled in one shop, made from a converted packing case.

Many were the veiled women in shapeless garments that I passed in the streets. I saw many of their emancipated sisters, too, whose religion allows them to discard the veil, and who shuffle along on wooden clogs, attired in ungainly full skirts tied in at the ankle, looking like terribly baggy trousers.

Then there were the grey-bearded Moham-medans in turbans, with their gaily colored sashes wound round the middle of their portly figures, walking side by side with men whose rank and religion (if you knew the code) could be estimated by their fezzes. My European clothes looked mighty conspicuous and out of place here.

IN the center of all this, surrounded by a wall, rises the stately dome and tall white minaret of the famous Begova Djamija, biggest and finest of the 100 mosques of Serajevo. Infidel Christians are not allowed inside during worship, while women are excluded on the belief that they have no souls.

However, we were free to watch the washing of feet outside at the fountain—cleanliness is a rite with these people—and to look through at the swaying masses of humanity. It is quite thrilling, too, to hear the "hodja"—Turkish priest—as from the top gallery of the minaret he calls the people to prayer.

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In the Mohammedan quarter we found the house windows heavily barred or covered with lattice-work. No inquisitive passerby is going to get a look at the womenfolk in the harems if the heads of these houses have anything to say about it.

WITH genuine regret I boarded the train to leave this oriental town. The wheezing, cinder-spraying engine had carried me many miles before I could lose the noises of the market place, or my eye cease to picture the bright costumes that had passed me in the alleys.

Truly this is an extremely picturesque portion of the world to visit. Many were the thrills that I got from the other countries that I visited, it is true, but none just like I experienced in Jugo-Slavia. My wish is that many of you who read this may also have the opportunity to visit this unforgettable land.

* * *

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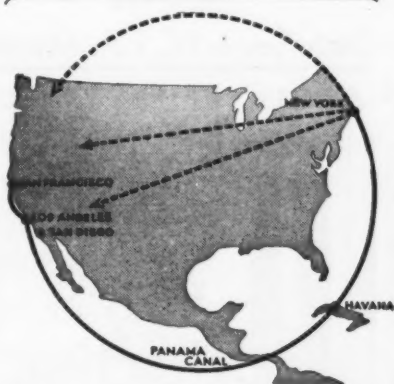


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